

# **VIRGINIA ALTERNATE ASSESSMENT PROGRAM**

## **IMPLEMENTATION MANUAL REVISED 2004**



This manual will ONLY be used for 2004-2005.



# IMPLEMENTATION MANUAL

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## **SECTION ONE:**

# **INTRODUCTION**



## **INDIVIDUALS WITH DISABILITIES EDUCATION ACT (IDEA) 1997 and ALTERNATE ASSESSMENT**

Public Law 105-17 (06/04/97), the Individuals with Disabilities Education Act (IDEA) Amendments of 1997, requires that “the State has established goals for the performance of children with disabilities in the state that ... are consistent, to the maximum extent appropriate, with other goals and standards for children established by the State.” This requirement compels programs to adopt standards for all students, including those with disabilities, in state and district-wide assessments with the provision of appropriate and necessary accommodations. For students who cannot participate in state and district-wide assessments, the law required that state education agencies develop and implement guidelines for their participation in an alternate form of assessment by July 1, 2000. The intent of the federal legislation was to make certain that educational reform efforts include all students. Critical elements in improving education for students with disabilities are promoting high expectations commensurate with their particular needs and ensuring meaningful and effective access to the general curriculum. When schools have high expectations for students with disabilities, guarantee appropriate access to the general curriculum, and provide necessary supports and accommodations, many can achieve higher standards than society has historically expected.

Federal statutes and regulations specifically address these issues by requiring the development of state performance goals for children with disabilities that must address certain key indicators for success of educational efforts for these children. These state-developed goals and indicators must be “consistent, to the maximum extent appropriate, with other goals and standards for children established by the State” [IDEA 1997, Section 612(16)(A)(ii)]. Special education must be viewed as an extension of general education, not as a separate system.

Many indicators propelled the development of alternate assessment from a national perspective, such as:

Standards for all students must

- Address life-long learning and meaningful participation in society,
- Reflect inputs and outputs,
- Encourage growth,
- Result in meaningful change in instruction, and
- Merge instruction and assessment.

In addition, alternate assessments must

- Be given at the same grade level as required by the State for general education,
- Reflect student choice and decision making,
- Allow students to demonstrate strengths rather than weaknesses,
- Demonstrate skills in multiple settings, and
- Use technology or assistive devices when appropriate.

# **VIRGINIA FOUNDATION FOR ALTERNATE ASSESSMENT**

## Purpose and Philosophy

The purpose of the Virginia Alternate Assessment Program (VAAP) is to evaluate the performance of students who have traditionally been exempted from state assessment programs. Amendments to the Individuals with Disabilities Education Act (IDEA 1997) reflect the intent to extend educational accountability and reform to all students, including those with disabilities. Although these students represent a relatively small portion of the overall school population, the Virginia Alternate Assessment Program was developed with the belief that these students are a part of our accountability system and that the evaluation of their achievement represents an important component of our quest toward high standards.

The Virginia Alternate Assessment Program was developed using the following statements as guiding principles:

1. The Alternate Assessment is designed for students who are pursuing a functional curriculum regardless of their educational placement (e.g., general education classroom, special education classroom, hospital, homebound, private school, state-operated program).
2. Decisions about participation in the Alternate Assessment are made collaboratively by the IEP team.
3. Students participating in the Alternate Assessment must have access to and show progress in the general curriculum to improve the students; quality of life and prepare students for employment and independent living.
4. Student performance in a variety of settings with social interactions and in a natural context will be based on multiple sources of data.
5. Assessment must yield reliable and valid information that leads directly to student learning and improved instruction.
6. The Alternate Assessment will follow nondiscriminatory practices and will be sensitive to issues of cultural competence.
7. Student performance on the Life Skills Strands and Performance Indicators and access to the Delivery Practices are viewed as equally important in improving the students' quality of life and in preparing them for employment and independent living.
8. The Alternate Assessment will parallel the state and district-wide assessment to the greatest extent possible.
9. Schools will be accountable and have high expectations for all students.



## **QUESTIONS and ANSWERS**

### **ABOUT THE VIRGINIA ALTERNATE ASSESSMENT PROGRAM**

**1. *Who developed the Virginia Alternate Assessment Program?***

The Virginia Alternate Assessment Program is a project that is shared by the Division of Assessment and Reporting and the Division of Instructional Support Services Office of Special Education. Staff from each division has direct responsibility for program development. Department of Education staff members have been supported by a steering committee composed of individuals in the state who represent each of the eight Superintendent Regions. Persons on the steering committee include teachers, parents, special education directors, principals, and division directors of testing, technical assistance providers, university faculty, private school administrators, and state-operated program staff.

The Department of Education was also supported by the Virginia Institute for Developmental Disabilities (VIDD), the Mid-South Regional Resource Center (MSRRC), and the Inclusive Large Scale Standards and Assessment (ILSSA). VIDD is a university-affiliated program located at Virginia Commonwealth University. MSRRC and ILSSA are associated with the Human Development Institute, a university-affiliated program located at the University of Kentucky. These programs have provided support, research, and technical expertise for the development of the Virginia Alternate Assessment Program.

**2. *What will the Virginia Alternate Assessment Program evaluate?***

Students participating in the Virginia Alternate Assessment Program will be assessed in the four core content areas (English/Language Arts, mathematics, science, and history/social sciences). The Individuals with Disabilities Education Act Amendments of 1997 mandated that every child has access and shows progress in the general curriculum. Student performance on measurable IEP goals linked to the general curriculum based on Standards of Learning in a variety of settings and contexts will be evidenced in a collection of work. Student performance demonstrated in the Collection of Evidence will be reviewed and scored individually.

**3. *What assessment options may be used?***

The Collection of Evidence includes evidence of performance on measurable IEP goals, information obtained from parents, and subject area entries. Entries reflect student performance through direct observation reports, student work samples, data charts, performance event results, pictures, video and/or audiotapes. These assessment options were field tested by 68 teachers from 32 school divisions from April through June 2000. Information from the field test was used to make final decisions about the components that are required in the Collection of Evidence.

**4. *How will Alternate Assessment data be collected?***

Teachers of students who meet the VAAP participation criteria will gather components for each student's Collection of Evidence. Data may include the results of surveys, interviews, observations, data sheets, student work samples, photographs, audiotapes, and videotapes. These components will be gathered throughout the school year. In the spring, the data will be organized into a Collection of Evidence and submitted to Questar Educational Systems from **March 10-28**, for statewide scoring and reporting.

**5. *Will the data collection process be flexible enough to remain individualized in focus?***

The format of a Collection of Evidence permits an individualized assessment for each student. The data collection process allows the teacher to use a variety of techniques to evidence the student's performance. These techniques include surveys, interviews, observations, data sheets, student work samples, permanent products, photographs, audiotapes, and videotapes. The data collection process will be standardized in the sense that teachers will start and complete the process within a specified time frame and will follow the same guidelines in selecting the entries to be included. The Collection of Evidence will also be submitted during dates pre-determined by the Department of Education. The Department of Education requires certain components for all students participating in the VAAP and allows data to be collected from a list of options.

**6. *What scoring techniques will be used?***

The Department of Education developed a scoring rubric that focuses on student performance. By design, a rubric provides an evaluator with a consistent set of standards by which each Collection of Evidence can be reviewed and scored. The rubric will assess student performance in English/Language Arts, mathematics, science, and history/social sciences as evidenced by:

- Performance of IEP activities;
- Performance of IEP activities that show access to and progress in the general curriculum;
- Performance of IEP activities in a variety of settings with social interactions;
- Performance of IEP activities in a functional context; and
- Performance of IEP activities with appropriate supports.

Procedures are used to ensure reliability of scoring activities.

**7. *Who will score?***

Questar Educational Systems of Apple Valley, Minnesota serves as the external-scoring contractor. Measurement, Inc. serves as a sub-contractor and provides technical support.

**8. *How will performance be determined?***

The Department of Education uses three categories to score English/Language Arts, mathematics, science, and history/social sciences entries in the Alternate Assessment. The scoring process applies a numerical value for student performance. The numerical value is used to determine passing scores that are used to represent the categories: Needs Improvement, Pass Proficient, and Pass Advanced that are used in the SOL assessments.

**9. *How will the Alternate Assessment scores count towards school accreditation?***

The Regulations Establishing Standards for Accrediting Public Schools in Virginia clearly state the intentions of the Board of Education to include the results of the Alternate Assessment in the accreditation of schools. The Regulations state, "In a manner prescribed by the Board, the evaluation of the performance of schools shall take into consideration: ...the percentage of those students with disabilities whose IEPs specify their participation in alternate assessment who attain a proficient level score (beginning with the 2001-02 school year)." (8 VAC 20-131-280)

**10. *How will school divisions decide which students participate in the Alternate Assessment?***

Participation in the Virginia Alternate Assessment Program is determined on an individual basis by the IEP team. IEP teams will use the participation criteria for the VAAP as reflected in Superintendent's Memo No. 49 (March 2002). The IEP decision must be based on current and historical data. A copy of the Superintendent's Memo and Guidelines for Participation are included on page 10 of this manual.

**11. May a student participate in both the SOL assessment and the Alternate Assessment?**

No, participation options for students do not include participation in both the SOL assessment and the Alternate Assessment during the same school year. Students with disabilities in Virginia are expected to participate in either the SOL assessments or the VAAP.

**12. How will consistency of participation be ensured among school divisions?**

The Department of Education will monitor the participation rate and may develop a system to determine possible discrepancies.

**13. At what levels will the Alternate Assessment be given?**

A completed alternate assessment shall be submitted for students participating in the Virginia Alternate Assessment Program (VAAP) at the elementary, middle school, and high school levels. Alternate assessments shall be completed as follows:

<b>Elementary I</b>	<b>3<sup>rd</sup> Grade</b>
<b>Elementary II</b>	<b>5<sup>th</sup> Grade</b>
<b>Middle School</b>	<b>8<sup>th</sup> Grade</b>
<b>High School</b>	<b>11<sup>th</sup> Grade</b>

Although the Alternate Assessment is given only four times during a student's school life, it reflects accountability of the entire school program. For this reason, the IEP team must consider this accountability in the years prior to assessment submission.

**14. What is the schedule of the VAAP for this year?**

Summer/Fall	Teacher training
Fall/Spring	Collection of VAAP data by teacher
Spring	Submission of COEs for scoring Scoring Event
Summer	Reporting to school divisions prior to the close of school. Return of Collections of Evidence to divisions 45 days after receipt of score reports.

## **ALTERNATE ASSESSMENT ACTIVITIES AND TIMELINES FOR TEACHERS**

### **1. Attend Teacher Training**

Based on teacher feedback and research, the Alternate Assessment will continue to be improved each year. These changes will be presented to appropriate school personnel in training sessions as needed.

Participants will:

- Review any changes to the Virginia Alternate Assessment Implementation Manual;
- Consider any changes in the assessment process; and
- Use the student's IEP goals linked to the Standards of Learning to guide the planning of Collection of Evidence entries.

### **2. Make Sure Parents Have Been Informed About the Alternate Assessment**

Inform parents of why evidence of student performance is being collected, the types of evidence needed, and the conditions for gathering such evidence. Parent information is available from Parent Resource Centers, Local Special Education Directors, and the Department of Education. If photographs, videotapes, or audiotapes are to be submitted as a type of evidence, secure parental permission using the school division's procedures.

### **3. Consider How the Standards Can Be Taught Through the General Curriculum**

Before any assessment can take place, students must have access to instruction so that the assessment activities embedded in instruction can take place.

Several resources should be used for students to ensure access to the general curriculum based on the Standards of Learning.

- First, special educators should consult with educators of students without disabilities for suggestions on how the standards are taught through the general curriculum. This might suggest access points for students with disabilities.
- Second, Linkage to the Standards of Learning (Appendix A) should provide information about relevant Standards of Learning, Access Skills, and instructional activities. These ideas, which intentionally cover a variety of students with various disabilities, provide material that may be relevant for many students. However, this is not an exhaustive list of standards for students, and a review of the Standards of Learning and the local curriculum is encouraged.
- Third, for students with disabilities for whom educators still are not certain how the student can access the general curriculum, educators should consider how communication, social, and motor skills (Access Skills) could be embedded in a variety of instructional learning activities.

#### **4. Determine One or More Assessment Strategies**

A variety of strategies for assessing students can be used. These include direct assessments of students that yield products such as student written work, observations of students in classroom or non-classroom (e.g., community) settings, performance assessments, and so forth. Surveys of parents and community members, for example, can be used as a less direct means of assessing students.

Educators are urged to consider multiple sources of information for use in assessing any standard or set of standards reflected in the general curriculum. Each source of information or data that evidences performance is called a “type of evidence.” Since the assessment of some of the student’s skills may not be direct, it is important to consider how evidences of performance can be gathered in contexts using different assessment methods. This “triangulation” will help educators feel more confident in assessing student performance. Triangulation is the term for the use of multiple methods, data collection strategies, and/or data sources.

#### **5. Determine How Performances Will be Documented**

Educators should determine how each student’s performance will be documented. Will the student be videotaped, photographed, audiotaped, or observed (with observations recorded)? Will samples of the student’s work be used? Will formal or informal surveys of parents, community members, or others be used? How will multiple types of documentation be collected and organized?

#### **6. Work with the Student, If Possible, to Select Evidence to Submit in the Student Collection of Evidence**

After various kinds of evidence of student performance have been collected, it will be important for the teacher and student (if possible) to sift through evidence to select those types that best demonstrate the performance of the student. For example, if there are several video or audio clips of the student carrying out the same activity, the teacher should select the clip that best demonstrates the highest level of performance, carried out in the most complete fashion, with the largest degree of independence by the student. These may be the types of evidence selected for the Collection of Evidence. On the other hand, it may also be important to select multiple types of evidence from when the student was first being taught the skill, and later after the student masters the skill, in order to demonstrate the progress that the student has made. This can be particularly useful in showing parents the yearly progress of the student.

#### **7. Complete the Necessary Entry Cover Sheets for the Evidence of Student Performance Submitted**

Once the types of evidence have been selected to display in the Collection of Evidence, the teacher must complete the Entry Cover Sheet to document the performance(s) assessed by the types of evidence and the conditions under which the evidence was collected.

## **8. Complete Additional Required Components for the Collection of Evidence**

When the collection and documentation of evidence for the student is completed, the educator must complete the additional components that must be submitted. These components include:

- Administrative Support Document
- Assurance for Compiling Collections of Evidence
- Parent Validation Letter

## **9. Compile Collections of Evidence**

Collections of Evidence must be completed and submitted to Questar Educational Systems from March 10-28. Collections need to be contained in a 2-inch, 3-ring binder with a clear cover pocket.

As noted in the Assurance for Compiling Collections of Evidence, submitted entries must be the student's work. Entries that appear to be fabricated or that are teacher-authored (except for the entry cover page or brief description of the evidence) will be alerted during scoring and returned to the school division for investigation.

## **10. Submit Collections of Evidence for Scoring**

Scoring sessions will be held annually after the Collections of Evidence have been submitted. The Collections of Evidence should be submitted to the division director of testing or designee using your local school division procedures.

## **SECTION TWO:**

# **SELECTING THE STUDENT**





## **SELECTING STUDENTS TO PARTICIPATE IN THE ALTERNATE ASSESSMENT**

According to Superintendents Memo No. 2, November 22, 2000, students in Virginia must participate in either the Virginia Standards of Learning Assessments or the Virginia Alternate Assessment Program. Students may not be exempted. The participation of students with disabilities in the Virginia State Assessment Program is the responsibility of the IEP team. The primary assessment in the State's program is the Standards of Learning (SOL) assessment. It is anticipated that most students with disabilities will participate in the SOL assessments.

In making the decision regarding participation, all students with disabilities must be considered for SOL test participation. A student may be able to participate in the SOL assessments with standard or non-standard accommodations. Participation in the VAAP should only be considered after SOL participation has been discussed and possible standard and non-standard accommodations have been fully examined.

The selection of students to participate in the Alternate Assessment is a responsibility of the IEP team. In exercising this responsibility, all IEP teams are required to use the Revised Guidelines for Participation disseminated with Superintendent's Memo No. 49 on the following pages.

The participation criteria was designed to guide IEP teams in identifying the small population of students who are unable to be assessed using the SOL tests because of their educational programs. When using these criteria, IEP teams should be careful not to base their decisions solely on the exclusions listed on the first page of the guidelines, but rather on current and historical data such as evaluations, school records, parent/teacher input, etc.

The IEP team's decision about participation in the Alternate Assessment shall be documented on the student's IEP. As with all information that is personally identifiable to the student, information pertaining to the student's participation in the Alternate Assessment Program shall be maintained in accordance with §22.1-289 of the Code of Virginia and Board of Education Regulations 8VAC20-150-10 (Transfer and management of scholastic records).

COMMONWEALTH OF VIRGINIA  
DEPARTMENT OF EDUCATION  
P.O. BOX 2120  
RICHMOND, VIRGINIA 23218-2120  
SUPTS. MEMO NO. 49  
March 29, 2002

INFORMATIONAL

TO: Division Superintendents

FROM: Jo Lynne DeMary  
Superintendent of Public Instruction

SUBJECT: Guidelines for Participation of Students with  
Disabilities in Alternate Assessments

The Virginia Department of Education is required by the 1997 amendments to the Individuals with Disabilities Education Act (IDEA) to develop guidelines for the participation of students with disabilities in alternate assessments. The Virginia Alternate Assessment Program is designed for a small population of students who are unable to participate in the Standards of Learning assessment, even with accommodations.

Initial guidelines for participation in the alternate assessment were issued in Informational Supts. Memo No. 61, March 2000 and implemented during the 2000-2001 school year. Attached to this memo are revised participation criteria developed for use during the 2002-2003 school year. These criteria are to be used by Individualized Educational Program (IEP) teams in deciding whether students should participate in the Virginia Standards of Learning Assessment Program or the Virginia Alternate Assessment Program. IEP decisions to participate in alternate assessment must be documented on the student's IEP.

In addition to the participation criteria, a question and answer document is included to address some of the more common issues raised by school division staff. Other questions regarding the Virginia Alternate Assessment program should be directed to Mr. Nathan Sparks (<mailto:nsparks@mail.vak12ed.edu>), Division of Assessment and Reporting, (804) 225-3026 or Mrs. Sharon Siler (<mailto:ssiler@mail.vak12ed.edu>), Office of Special Education and Student Services, (804) 225-2711.

**GUIDELINES for PARTICIPATION  
VIRGINIA ALTERNATE ASSESSMENT PROGRAM (VAAP)**

Student Name \_\_\_\_\_ Date of Birth \_\_\_\_\_

School/Division \_\_\_\_\_ Date \_\_\_\_\_

A completed alternate assessment shall be submitted for students participating in the Virginia Alternate Assessment Program (VAAP) at the elementary, middle school, and high school levels. Alternate assessments shall be completed as follows:

**Elementary I      3<sup>rd</sup> Grade**

**Elementary II      5<sup>th</sup> Grade**

**Middle School      8<sup>th</sup> Grade**

**High School      11<sup>th</sup> Grade**

**Directions**

The IEP team determines participation in the alternate assessment. Team members must consider current and historical documentation (to be noted on page 2 of this form). Documentation may include, but is not limited to, evaluation data, school records, parent/teacher observations, anecdotal notes, previous IEPs, etc. The following reasons alone are not sufficient for decision-making:

- Poor attendance;
- English as a Second Language;
- Social, cultural, and economic differences;
- Disruptive behavior;
- Student's reading level;
- Expectations of poor performance;
- Amount of time receiving special education services;
- Low achievement in general education;
- Categorical disabilities labels;
- Level of intelligence; or
- Place where the student receives services.

The IEP Team has the responsibility to determine and document that the student meets **ALL** of the following criteria by circling "yes" for each of the statements. If team members determine that the student **DOES NOT MEET** a specific criterion, "no" should be circled. This indicates the student is not a candidate for alternate assessment and should be considered for appropriate participation in the Standards of Learning Assessment.

Complete Section 1 of this form for **ALL** students (elementary, middle school, and high school) for whom alternate assessment is being considered. Complete Sections 1 **AND** 2 for students who are in high school. Attach additional pages, if necessary.

### Section 1 (Complete for all students)

Y      N      The student has a current IEP. *(IEP team discussion, psychological evaluation, etc.)*

Y      N      The student demonstrates impairments that prevent completion of curriculum based on the Standards of Learning (SOL) even with program and testing accommodations. *(psychological evaluation, intelligence and achievement test, social adaptive behavior test results, observations from parents and teachers, social maturity data, curricular content, etc.)*

Y      N      The student's present level of performance indicates the need for extensive, direct instruction and/or intervention in a life skills curriculum that may include personal management, recreation and leisure, school and community, vocational, functional academics, communication, social competence and motor skills to accomplish the application and transfer of life skills. *(informal and formal assessment results, checklists, data logs, work samples, structured or spontaneous observations from teachers and parents, measurable IEP goals, scheduling matrix, curricular content, list of necessary supports, etc.)*

Y      N      The student requires intensive, frequent, and individualized instruction in a variety of settings to show progress and acquire, maintain, or generalize life and/or functional academic skills. *(measurable IEP goals, scheduling matrix, instructional strategies effectiveness data, list of various inclusive settings, learning style inventory, etc.)*

### Section 2 (Complete for students in high school)

Y      N      The student is working toward educational goals other than those prescribed for a modified standard, standard, or advanced studies diploma program. *(list of diploma options and requirements, curricular content, measurable IEP goals, transition plan, parent and student discussion, etc.)*

### Section 3 (Complete for students who meet criteria listed above)

The IEP team members agree that \_\_\_\_\_ meets the participation criteria stated above for the VAAP for the \_\_\_\_\_ school year and will not participate in other statewide assessments. This participation decision will be stated on the IEP and is supported by the current and historical data found on the following documents:

*Supporting Documentation:*

Position/Representing	Signature	Date

## **SECTION THREE:**

# **PERFORMANCE DIMENSIONS**



## **STUDENT PERFORMANCE DIMENSION**

### Rationale

The requirement to develop individualized educational programs (IEP) for students with disabilities that reflect access to the general curriculum is a clear mandate of the IDEA Amendments of 1997. The final regulations of the 1997 Amendments to the Individuals with Disabilities Education Act state that the “IEP for each child with a disability must include a statement of measurable annual goals, including benchmarks or short term objectives, related to meeting the child’s needs that result from the child’s disability to enable the child to be involved in and progress in the general curriculum and meeting each of the child’s other educational needs that result from the child’s disability” [300.347]. Performance on measurable IEP goals represents the highest priority according to the student’s needs. These measurable goals are designed to offer direction for providing an appropriate instructional program that would enhance a student’s quality of life.

Inherent in this requirement is the challenge to approach the education of students with disabilities with a focus on the same high expectations held for students without disabilities and those with disabilities participating in SOL tests. Although accessing the general curriculum may be new ground for many educators and parents, it is essential that IEP teams across the state approach the IEP development process with the general curriculum based on the Virginia Standards of Learning in mind.

The Virginia Standards of Learning articulate the core academic areas of English/Language Arts, mathematics, science/technology, and history/social sciences. These standards are organized by grade level to reflect student-learning outcomes. Many school divisions have aligned their local curricula to these standards.

For the most part, students with disabilities have had limited access to curriculum based on the Standards of Learning. Educators have traditionally used other curriculum frameworks such as developmental and functional models as the basis for educational programs for students with disabilities. IDEA 1997 mandates that educators and parents dramatically shift their thinking about the design of functional curriculum. It is mandated that all students, including those with disabilities, be afforded the opportunities to access and show progress in the general curriculum. Therefore, it is imperative that the traditional belief system be expanded to embrace access to the general curriculum for all students.

Although students with disabilities have individual needs that may prevent them from having access to the general curriculum based on the Standards of Learning in the same way as their non-disabled peers, it is possible to develop educational programs for these students that reflect the standards in ways that are functional and appropriate. To address this challenge, the Department of Education used a two-prong approach. In 1999, the department contracted with the Virginia Institute for Developmental Disabilities to develop a guidance document to reflect the basic life skills needs for students with disabilities. This document (Performance Indicators and Delivery Practices) provides an overview in the format of 34 indicators organized under the following eight Life Skills Strands:

- Personal Management
- Recreation and Leisure
- School and Community
- Vocational
- Functional Academics
- Communication
- Social Competence
- Motor Skills

Secondly, the use of the Virginia Standards of Learning, the Life Skills Strands of the Performance Indicators, and delivery practices along with this manual can assist IEP teams and teachers in developing more effective IEPs and instructional programs for students with disabilities that address individual needs and reflect high performance expectations.

### A Suggested Process

There are several approaches schools may take to address the IEPs for students with disabilities that access the general curriculum based on the Standards of Learning. The following seven steps offer one general framework for thinking about access to the general curriculum based on the Standards of Learning and the alternate assessment process within the context of IEP development.

1. Use a person-centered approach.
2. Synthesize existing information and assessment data to develop a present level of educational performance.
3. Prioritize student needs.
4. Draft measurable annual goals and objectives/benchmarks.
5. Cross-reference measurable IEP goals with general curriculum based on the standards of learning.
6. Consider life skill strands of the performance indicators.
7. Plan to implement the IEP and gather data on the performance of students.

Note that the first four steps emphasize the importance of developing an IEP that meets the needs of the student, not the specifications of the Alternate Assessment. These steps are discussed in greater detail in the text that follows.



## 1. Use a Person-Centered Approach

IEP development begins with person-centered planning. It is an individualized process that reflects the strengths, needs, and preferences of the student for whom it is designed. With a person-centered approach, the IEP team includes the student, his/her parent(s), and any individuals who have a significant impact on the student's life. Their role is to work collaboratively to gather information about the student, develop measurable IEP goals and objectives/benchmarks that reflect the priorities and preferences of the student and his/her parent(s), implement the plan, and evaluate it. Using a person-centered approach ensures that educational services and supports are tailored to meet the student's individual needs. The principles of this approach should be used to guide the IEP team through the remaining steps of the process.

## 2. Synthesize Existing Information and Assessment Data to Develop a Present Level of Performance

One of the initial steps involved in developing an IEP is to review data that have been collected on student progress throughout the school year. Sometimes this information is sufficient to generate appropriate IEP goals, and at other times additional information is needed. Other valuable sources of information may be nontraditional assessments such as the following:

- Student interest inventories,
- Parent inventories,
- Ecological assessments,
- Interviews with people who know the student well,
- Observations of the student in natural environments,
- Functional behavior assessments, and
- Learning style assessments.

The information and assessment data will provide the materials needed to write a thorough and concise present level of performance that reflects both the student's strengths and areas of need.

## 3. Prioritize Student Needs

Based on the information gathered, the IEP team will generate a list of potential instructional areas for inclusion in the student's IEP. These areas will need to be prioritized according to the student's needs. Questions that teams may want to consider when determining instructional priorities are listed below. These questions may be used as a guide for performance dimensions for the Virginia Alternate Assessment Program.

- Does the goal reflect the student's strengths and interests?
- Has the student's family identified the goal as a priority?
- Is the goal chronologically age-appropriate? Do students of the same age without disabilities participate in this activity? (Scoring dimensions: Contexts, Variety of Settings and Social Interactions)

- Will this goal increase the student's participation in school and community activities? (Scoring dimension: Variety of Settings and Social Interactions)
- Will this goal enable the student to participate in the general curriculum? (Scoring dimensions: Linkage to the Standards, Variety of Settings and Social Interactions, and Contexts)
- Is the goal functional and meaningful for the student? (Scoring dimension: Contexts)
- Does the goal require active engagement by the student? (Scoring dimensions: Performance and Contexts)
- Will the goal teach a positive behavior that may eliminate the need for challenging behavior? (Scoring dimension: Variety of Settings and Social Interactions)
- Can the goal be taught and applied across a number of environments? (Scoring dimension: Variety of Settings and Social Interactions)
- Will the student have multiple opportunities in multiple settings to meet the goal? (Scoring dimension: Variety of Settings and Social Interactions)
- Will achieving this goal address concerns for the student's safety?
- Will achieving this goal help the student to function more independently in current and future environments? (Scoring dimension: Independence)

#### 4. Write Measurable Annual Goals and Objectives/Benchmarks

By addressing some of the questions listed in the previous section, the IEP team may determine that some of the proposed goals and objectives/benchmarks are appropriate for the coming school year and others are not.

#### 5. Cross-Reference Measurable IEP Goals with General Curriculum Based on the Standards of Learning

Until this point, the steps listed have focused on general procedures for developing an effective IEP. Once the IEP has been drafted, teams should review the general curriculum based on the Standards of Learning and determine where they are addressed in the measurable IEP goals. **For students in the alternate assessment program, the Standards of Learning should be reviewed without the limitation of grade.** The IEP team will probably find a number of standards that link the selected IEP goals and local curriculum. For example, if the following IEP goal is written:

*By January, Mae will activate a switch to answer yes/no questions about reading passages on three out of four trials for three consecutive weeks. Random data probes will be taken using teacher made check sheets at least four times per week.*

Some of the Standards that support this IEP goal may be:

SOL 1.9 The student will read and demonstrate comprehension of a variety of fiction and non-fiction.

SOL 4.4 The student will read and demonstrate comprehension of fiction.

SOL 6.3 The student will read and learn the meanings of unfamiliar words and phrases.

SOL 11.4 The student will read and analyze a variety of informational materials.

Real-world activities that demonstrate the skills of the IEP goal may include:

- Using the switch to answer yes/no questions about a book read in class.
- Using the switch as a personal communication system to order food from a menu read to the student.
- Using the switch to indicate picture symbols that demonstrate the meaning of words read.

#### 6. Consider Life Skill Strands in the Performance Indicators

After referencing IEP goals with the Linkage to the Standards of Learning (or local general curriculum), the IEP team may wish to review the Life Skills Strands of the Performance Indicators to ensure that the IEP addresses Life Skill Strands that are appropriate for the student. The Life Skill Strands of the Performance Indicators and examples are provided below.

**Personal Management** is the acquisition, demonstration, and maintenance of personal needs, time, and environment. Some performance indicators for personal management may include:

1. The student demonstrates knowledge of how to seek and provide assistance in an emergency.
2. The student maintains personal health and reports dangers to his/her health.
3. The student maintains appropriate personal hygiene.
4. The student maintains appropriate dress.
5. The student demonstrates skills for preparing, eating, and cleaning up after meals.
6. The student helps to establish and follow a personal schedule.
7. The student maintains his/her personal environment.

**Recreation and Leisure** reflect the ability to engage in leisure, extracurricular, and fitness activities. Some performance indicators for recreation and leisure may include:

8. The student engages in a variety of leisure activities.
9. The student participates in extracurricular activities.
10. The student demonstrates appropriate fitness activities.

**School and Community** are settings and environments in which students should demonstrate skills and knowledge. Some performance indicators for school and community may include:

11. The student demonstrates the ability to travel in various environments safely.
12. The student recognizes and avoids dangerous situations in the school and community.
13. The student identifies and locates safe people and places.
14. The student makes purchases relevant to his/her needs.
15. The student demonstrates an awareness of and ability to locate appropriate community and private services.

**Vocational** is the acquisition and application of knowledge and skills to become a productive worker in a preferred occupation. Some performance indicators for vocational may include:

16. The student demonstrates the skills needed to perform a variety of classroom and school-based jobs.
17. The student participates in career education activities that prepare him/her for employment.
18. The student, beginning at age 14 (or younger if appropriate), participates in community-based vocational exploration, vocational assessment, and/or vocational training based on his/her interest and preferences.
19. The student obtains paid employment and/or volunteer work in the community.

**Functional Academics** is the acquisition of academic skills in reading, writing, mathematics, history/social sciences, and science/technology in the context of daily routines and their application in a variety of real-life experiences and settings. Some performance indicators for functional academics may include:

20. The student demonstrates literacy appropriate to his/her skill level.
21. The student demonstrates numeracy appropriate to his/her skill level.
22. The student uses academic knowledge to solve problems in a functional context.

**Communication** is the acquisition, demonstration, and use of an effective symbolic or non-symbolic referential system useful for various purposes, audiences, and situations. Some performance indicators for communication may include:

23. The student uses a personal communication system.
24. The student advocates for self, personal needs, and choices.
25. The student participates in interactive communicative exchanges.
26. The student demonstrates understanding.

**Social Competence** is the acquisition and utilization of social skills and conventions in relation to other people and in a variety of situations. Some performance indicators for social competence may include:

27. The student gives and receives assistance to/from peers and adults in the school and community.
28. The student socializes with peers in unstructured situations.
29. The student demonstrates behavior appropriate to the setting/situation/individual.
30. The student follows rules and routines appropriate to the setting/situation.

**Motor skills** are acquisition, demonstration, and use of fine, gross, visual, and oral motor skills while participating in a variety of activities and manipulating across environments. Some performance indicators for motor skills may include:

31. The student demonstrates fine motor skills while participating in activities throughout his/her environments.
32. The student demonstrates gross motor skills while participating in activities throughout his/her environments.
33. The student demonstrates visual motor skills while participating in activities throughout his/her environments.
34. The student demonstrates oral motor skills while participating in activities throughout his/her environments.

## 7. Plan to Implement the IEP and Gather Data on the Performance of Students

After the IEP is finalized, the team should review the plan in light of the evidence required for the Alternate Assessment. The following steps should be addressed to ensure a collaborative effort for the Alternate Assessment between teachers, instructional assistants, parents, and related service staff:

- Select **one** measurable IEP goal for each of the core academic areas (English/Language Arts, mathematics, science/technology, and history/social sciences). These selected measurable goals will be referred to as “assessed goals” that will be included in the Alternate Assessment.
- List the environments where the goal may be taught (i.e., classroom, cafeteria, regular classroom, community setting, and home).
- List the opportunities for social interactions that will be available to the student in each environment. Select the environments for instruction that will provide the greatest access to social interactions.
- Incorporate functional activities and age-appropriate materials.
- List the supports, adaptations, or assistive technology the student will require to perform the IEP goal in the environments selected.

- Brainstorm effective ways to gather data through types of evidence of the student's performance for the assessed goal.
- Assign a team member(s) to be responsible for gathering types of evidence of each assessed IEP goal.
- Designate a secure place where team members should keep types of evidence.
- Establish a meeting date(s) close to the end of each grading period to assess the progress of gathering types of evidence in preparation for submitting the student's Collection of Evidence.
- Establish a date within a few weeks of submission to organize all materials and types of evidence into the Collection of Evidence to be submitted for scoring.

## Scoring the Student Performance Dimension

Score Points	
<b>3</b>	There is considerable evidence of student performance of task(s) related to targeted IEP goal(s).
<b>2</b>	There is some evidence of student performance of task(s) related to targeted IEP goal(s).
<b>1</b>	There is little or no evidence of student performance of task(s) related to the targeted IEP goal(s).

### Definitions

- ✓ **Performance:** a student's attempt to meet a targeted IEP goal or task.
- ✓ **Task:** an activity that promotes achievement of an IEP goal.

Explanation of Score Point 3			
Sample IEP Goal	Content Area and Related SOL	Sample Entry	Rationale
Student will read and understand the basic concepts of a checking account with 100% accuracy on 4 out of 5 trials.	Math SOL 2.1 The student will identify the place value of each digit in a three-digit numeral, using numeration models.	<ol style="list-style-type: none"> <li>1. ID card worksheet</li> <li>2. Checking skills datasheet</li> <li>3. Math test with definitions for checking account concepts (i.e., deposit slip, check, check register)</li> <li>4. Picture of student making change for coffee and donut sale at school</li> <li>5. Work sample of student writing a deposit slip</li> <li>6. Picture of student taking a deposit/check math test using a calculator</li> <li>7. Permanent product of an actual check</li> </ol>	There is considerable evidence of student performance of tasks (worksheets for checking account, deposit slip sample, check sample, math test) related to targeted IEP goals.

<b>Explanation of Score Point 2</b>			
Sample IEP Goal	Content Area and Related SOL	Sample Entry	Rationale
Student will perform classroom chores of laundry, vacuuming, sweeping, and wiping activities 4 out of 5 trials 3 times per week.	History SOL K.7 The student will demonstrate an understanding that being a good citizen involves important actions by...	<ol style="list-style-type: none"> <li>1. Observation of student doing wiping task</li> <li>2. Picture of student wiping table</li> <li>3. Picture of student turning handle of washing machine</li> <li>4. Anecdotal record</li> </ol>	Evidence of laundry and wiping, but not sweeping and vacuuming.

**NOTE: One way to earn a 2 is to include fewer than 4-6 types of evidence.**

<b>Explanation of Score Point 1</b>			
Sample IEP Goal	Content Area and Related SOL	Sample Entry	Rationale
The student will recognize and learn survival signs within the community with 85% accuracy.	(none listed)	<ol style="list-style-type: none"> <li>1. Photo of student playing on jungle gym</li> <li>2. Photo of student playing a table game</li> <li>3. Photo of student playing a card game</li> <li>4. Pictures of the circus and under the "locker" sign at a mall</li> <li>5. Numerous coloring worksheets and student drawings</li> </ol>	Evidence does not relate to targeted IEP goal. There are only TWO types of evidence presented.

### **TIPS FROM SCORERS**

- Make certain that each type of evidence relates clearly and specifically to the stated IEP goal.
- Focus on one IEP goal that you can evidence well. You are not required to note more than one IEP annual goal per entry area.



## LINKAGE TO THE STANDARDS OF LEARNING DIMENSION

### Rationale

The Final Regulations of 1997 Reauthorization of the Individuals with Disabilities Education Act (IDEA) mandates that “The State must have on file with the Secretary information to demonstrate that the State (a) has established goals for the performance of children with disabilities in the State that (1) will promote the purposes of this part and (2) are consistent, to the maximum extent appropriate, with other goals and standards for all children established by the State.” [300.137] These goals mentioned in IDEA include the Virginia Standards of Learning and local curriculum. One benefit of accessing and showing progress in the general curriculum is to improve educational results for students with disabilities, including those with significant disabilities, by providing the opportunity to learn in the natural environments where the skill needs to be demonstrated. Another primary goal is to provide the students with an opportunity to learn skills that will enhance independence in a program based on high expectations.

Standards of Learning have been developed to prepare Virginia students to meet the demands of our fast-paced society. There is a small group of students, however, who cannot meet these standards, even with reasonable supports and accommodations. Educators must be accountable to these students and prepare them to live in an ever-changing society. These students must be able to assume adult roles, manage their activities, and participate in the community. Students exiting school without a modified standard, standard, or advanced studies diploma should participate in the curriculum based on the Standards of Learning to develop their academic skills to the maximum degree possible, based on each student’s capabilities. In *Life Centered Career Education, A Competency Based Approach*, (1991), Maynard Reynolds states, “We must not neglect academics but rather recognize the continuing failure of educators to respond to the consistent evidence showing that the critical tools in our culture—the real determiners of survival—relate to social and personal skills, employability, and efficient life skills.”

### Suggestions for Accessing the General Curriculum based on Standards of Learning

After an IEP team has established the priorities for a student’s educational program, access to and progress in the school division curriculum based on the Standards of Learning may be evidenced using either the general education content (subject matter) or by accessing the general education context (instructional environment through interaction with age-appropriate peers without disabilities). Access to the general curriculum should be determined by the student’s IEP goals and objectives/benchmarks, participation in a variety of settings and social interactions, and relevant contexts.

Three options for accessing the general curriculum are:

#### 1. First Option: Standard As Written

The student participates in the general education class activity by pursuing the same learning outcome as his/her classmates but may include modifications in presentation, practice, or evaluation. It may be that a goal in his/her IEP has the same expectation as those in the local general curriculum. The list of examples of Real-Life Application found after the subject area in

the Integrated Standards offers suggestions for instructional tasks that may be related directly to content areas and student priorities.

An example: An IEP team may determine that a priority for a student in the Alternate Assessment is to use effective communication skills in group activities (general education goal related to SOL 3.1). This may relate to a Standard of Learning or curriculum goal as it is stated. **However, it is not necessary to state the SOL on an IEP.**

## 2. Second Option: Modified Standard

The student participates in multi-level curriculum and instruction (refer to Bloom's Taxonomy of Educational Objectives: knowledge, comprehension, application, analysis, synthesis, evaluation) by pursuing different goals and objectives for a diverse group of students within the same curricular area and participating within the same lesson or activity.

Please remember that educational terms and learning strategies may be different for students in the Alternate Assessment. For instance, reading skills for a student in the Alternate Assessment may be interpreting pictures and symbols or interpreting gestures or signs. Oral communication skills may be achieved by activating a multi-functional switch with voice output. Writing skills, such as writing a letter or story, may be a demonstration of how the student communicates to someone who is not present through a picture/symbol "letter" or sequence cards.

An example: The student participates in a reading lesson with peers without disabilities. During this lesson, the teacher is instructing students to read a variety of printed materials. The student in the Alternate Assessment may be learning to identify (read) representations (picture and symbols) on a communication board while others are learning to read orally.

## 3. Third Option: Curriculum Overlapping

Students in the Alternate Assessment are involved in the same lesson as students without disabilities, but they are pursuing goals and objectives from different curricular areas in a natural context. The different goals may be considered Access Skills.

An example: Students are learning about taxation in Virginia. A student in the Alternate Assessment may be involved in the history/social sciences class to learn the communication and socialization skills of following directions, accepting assistance from others, and/or engaging in a school job with a peer without disabilities.

**NOTE: Due to Federal regulations established under No Child Left Behind, the English content area entry for the VAAP MUST be linked to a reading/literature Standard of Learning.**

## Scoring the Linkage to Standards Dimension

Score Points	
<b>3</b>	SOL(s) appropriate to the content area listed, and targeted IEP goals and tasks relate to the SOL.
<b>2</b>	SOL(s) appropriate to the content area listed, and either targeted IEP goals or tasks relate to the SOL.
<b>1</b>	No SOL appropriate to the content area listed <b>or</b> SOL(s) appropriate to content area listed, but neither targeted IEP goals nor tasks relate to the SOL.

### Definitions

- ✓ **Task:** an activity that promotes achievement of an IEP goal.

Explanation of Score Point 3			
Sample IEP Goal	Content Area and Related SOL	Sample Entry	Rationale
Student will adhere to daily CBI schedule with 70% accuracy.	History Civ K.7 The student will demonstrate an understanding that being a good citizen involves important actions by...	<ol style="list-style-type: none"> <li>1. Data sheet of student adhering to schedule</li> <li>2. Observation of student recognition of schedule activities</li> <li>3. Picture of schedule wall with signs</li> <li>4. Data sheets on following schedule</li> <li>5. Anecdotal record of schedule use at department store and fast food restaurant</li> <li>6. Picture of student pointing to survival signs safety board</li> </ol>	The SOL Civ K.7 is appropriate to the area of history. The IEP goal and the task in the evidence relate to the SOL.

### **Explanation of Score Point 2**

Sample IEP Goal	Content Area and Related SOL	Sample Entry	Rationale
By the end of 4 <sup>th</sup> grade, the student will develop an awareness of functional math skills.	Technology SOL C/T 5.2 The student will develop basic technology skills.	1. Grocery list 2. Adding grocery with math problem for amount spent and savings using coupon with calculator and word processor	The SOL is appropriate to the science content, but while some of the tasks relate (use the Internet and word processing) to the standard, the IEP goals (develop an awareness of functional math skills) do not.

### **Explanation of Score Point 1**

Sample IEP Goal	Content Area and Related SOL	Sample Entry	Rationale
The student will identify community symbols by June 2001 as evidenced by data collection/teacher observation.	History	1. Captioned picture of student in front of community signs 2. Captioned picture of student using classroom computer 3. Captioned picture of student looking at school signs 4. Worksheet 5. Data sheet on sign	There is no SOL listed.

### **TIPS FROM SCORERS**

- Select an SOL appropriate to the content area.
- Make sure your IEP goal **and** your activities relate to the SOL.

## **VARIETY OF SETTINGS AND SOCIAL INTERACTIONS DIMENSION**

### **Rationale**

IDEA 1997 expands on previous provisions that support serving children in the least restrictive environment. Section 300.550 states that “each public agency shall ensure that to the maximum extent appropriate, children with disabilities, including children in public or private institutions or other care facilities, are educated with children who are nondisabled; and that special classes, separate schooling, or other removal of children with disabilities from the regular educational environment occurs only if the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.”

Going to a variety of places, regardless of the level of one’s participation, is part of what separates a boring existence from an interesting life (Giangreco, 1998). In addition to improving one’s quality of life, communication, social, and behavior skills are learned by watching and modeling others. When students with disabilities are educated with their age-appropriate peers without disabilities, they learn methods for communicating, socializing, and behaving within the context of everyday routines. Meaningful interactions and friendships are more likely to occur when students work together or spend time together frequently. Without meaningful interactions and friendships, students “can suffer isolation and loneliness if they do not have a network of meaningful relationships. Most people highly value their relationships and interactions with other people, and in part, define themselves by the people with whom they affiliate” (Giangreco, 1998).

## Scoring the Variety of Settings and Social Interactions Dimension

Score Points	
<b>3</b>	Student performs tasks in a variety of settings and engages in social interactions with a diverse range of age-appropriate peers.
<b>2</b>	Student performs tasks in a limited variety of settings with opportunity for some interactions with peers.
<b>1</b>	Student performs tasks primarily in one classroom with limited social interactions.

### Definitions

- ✓ **Variety of Settings:** instructional environments in schools and communities where peers with and without disabilities have opportunities to interact.
- ✓ **Social Interactions:** opportunities to establish meaningful friendships and collaborative working relationships with age-appropriate peers with and without disabilities.
- ✓ **Peer:** an individual without identified cognitive disabilities that is within a year or two in age of the target student. (Older students may have peers who are adult co-workers.)

Explanation of Score Point 3			
Sample IEP Goal	Content Area and Related SOL	Sample Entry	Rationale
The student will use effective communication skills in response to reading passages with 100% accuracy on 4 out of 5 trials.	English K.6 The student will demonstrate an understanding that print makes sense.	<ol style="list-style-type: none"> <li>1. Work sample of reading answer sheet</li> <li>2. Photo of student working on school signs</li> <li>3. Letter from band director</li> <li>4. Video picture of student in work Co-op class with caption about class discussions</li> </ol>	The student performs tasks in a variety of settings (marching band, work co-op class, outside school) and engages in social interactions with diverse range of age-appropriate peers.

<b>Explanation of Score Point 2</b>			
Sample IEP Goal	Content Area and Related SOL	Sample Entry	Rationale
The student will use the computer to type a letter and/or make a list of items needed. (75% accuracy)	Eng./L.A. R/L 4.5 The student will demonstrate comprehension of a variety of literary forms.	<ol style="list-style-type: none"> <li>1. Letter to Santa – classroom (no peers involved)</li> <li>2. Typed letter to Santa – classroom (no peers involved)</li> <li>3. Typed shopping list (no peers involved)</li> <li>4. Typed snack list (no peers involved)</li> <li>5. Picture of student in library with 10<sup>th</sup> grade English class (peer involved)</li> </ol>	The student performs the computer skill in classroom and library with opportunity to interact without disabled peers – there is no evidence of engagement.

<b>Explanation of Score Point 1</b>			
Sample IEP Goal	Content Area and Related SOL	Sample Entry	Rationale
The student will identify 25 survival signs and or symbols with 85% accuracy in 5 consecutive trials.	History Geo K.4 The student will identify symbols such as community symbols. (Traffic signs, traffic lights, street and highway markers, etc.)	<ol style="list-style-type: none"> <li>1. Photo of student working on survival signs with paraprofessional</li> <li>2. Observation data of student performance on survival signs</li> <li>3. Observation record on use of survival signs</li> <li>4. Anecdotal record from paraprofessional</li> <li>5. Picture of student in book mobile</li> </ol>	The student performs the survival signs task primarily in the classroom with the teacher and paraprofessional.

### **TIPS FROM THE SCORERS**

- Settings will only be used in scoring if they are directly related to instruction/application/generalization of the assessed IEP goal.
- Community settings that require the same set of skills will be counted as one setting (i.e., all fast food restaurants will be counted as ONE setting; all grocery stores will be counted as ONE setting).
- Community setting requiring different sets of behavior skills will be counted individually.
- Note where and with whom the student created the evidence. This includes data sheets, photo caption, video or audio scripts, worksheets and other permanent products, etc. Especially make note of interactions with peers without disabilities.



## CONTEXTS DIMENSION

### Rationale

Learning any new skill requires repeated practice in the context where the skill is to be used. This is especially true for students pursuing curriculum goals focusing on life skills. Since many students do not make the connection between “practice” activities and real life situations, it is important that instruction occur to the maximum extent possible in the environments where the skills will be used. Appropriate context is important to a student’s instructional program because it identifies the ultimate settings and situations in which the student must function and encourages planning to be outcome oriented (Giangreco, 1998).

Activities or materials are age appropriate if a person of the same age without a disability would find the activity acceptable. As students pursuing functional life skills grow older, the gap between their chronological age and their developmental level increases. Focusing on activities that are appropriate to the student’s developmental level will not necessarily enable these students to “catch up” to their peers. Regardless of cognitive functioning, all students can learn to participate in age-appropriate activities with their peers. With IDEA’s emphasis on preparing students for post-school outcomes, it is imperative that instruction focus on assisting students to participate in age-appropriate activities that will help them function as independently as possible as an adult.

## Scoring the Contexts Dimension

Score Points	
<b>3</b>	Student uses age-appropriate materials to perform meaningful tasks in real-world context.
<b>2</b>	Student uses age-appropriate materials to perform some meaningful tasks that lead to real-world application.
<b>1</b>	Student performs tasks that are not meaningful or uses instructional materials that are not age appropriate.

### Definitions

- ✓ **Meaningful:** meaningful tasks are activities that increase a student's ability to function in integrated environments and promote independence.
- ✓ **Simulated Context:** a representation of a particular environment.
- ✓ **Natural Context:** an expected and accepted environment for a specific purpose or task.
- ✓ **Performs:** there is evidence that the student performs the activities.
- ✓ **Initiates and Performs:** there is evidence that the student makes a personal choice that is relative to the context and performs the desired activity.
- ✓ **Age Appropriate:** activities, routines, and materials selected; skills taught; and language used that reflect the chronological age of the student rather than the developmental level.

Explanation of Score Point 3			
Sample IEP Goal	Content Area and Related SOL	Sample Entry	Rationale
The student will participate in group activities and will measure dry ingredients with 100% accuracy.	Math 3.14 The student will estimate and then use actual measurement devices with metric and U.S. customary units to measure...	<ol style="list-style-type: none"> <li>1. Work sample of student's grocery list showing measured amounts needed (16 oz. milk, 1 lb. sugar)</li> <li>2. Data sheet of grocery shopping</li> <li>3. Captioned pictures of student measuring/doing laundry</li> <li>4. Copies of visual support used by student cooking</li> <li>5. Picture of student measuring ingredients for biscuits</li> </ol>	The student uses age-appropriate materials (grocery list, cooking utensils, detergent, washing machine) to perform meaningful tasks in a real-world context (making purchases at the grocery store, cooking, and washing clothes in Home-Ed. Class).

<b>Explanation of Score Point 2</b>			
Sample IEP Goal	Content Area and Related SOL	Sample Entry	Rationale
By September 2001, the student will recognize and take his/her printed first name when presented in a group of two names (A) by color (B) by letter recognition; 80% accuracy over 3 consecutive sessions.	Math PFA K.19 The student will sort and classify objects according to similar attributes (size, shape, and color).	<ol style="list-style-type: none"> <li>1. Data sheet on recognizing printed name by color and letter identification</li> <li>2. Graph of task of recognizing printed name based on letter identification</li> <li>3. Observation of identifying name using color codes</li> <li>4. Data sheet on moving activities (including name recognition)</li> <li>5. Pictures of student selecting his/her name when two name cards are presented</li> </ol>	The student uses age-appropriate materials (name recognition cards, personal schedule) to perform meaningful tasks that lead to real-world application (recognizing name and colors, following a schedule).

<b>Explanation of Score Point 1</b>			
Sample IEP Goal	Content Area and Related SOL	Sample Entry	Rationale
The student will copy patterns and simple design.	Science K.4 The student will investigate and understand that objects can be described in terms of their physical properties.	<ol style="list-style-type: none"> <li>1. Picture of student matching color cards</li> <li>2. Work sample of art project</li> <li>3. Worksheets of selection of matching sets for cards</li> <li>4. Cut, paste, and color worksheets</li> </ol>	The student performs tasks that are not meaningful (sorting colors and completing worksheets with no clear purpose). These tasks could have been made more meaningful if they were performed for a reason, e.g., setting a table in cafeteria.

### **TIPS FROM SCORERS**

- Remember that materials are age appropriate if a same-age peer without a disability would use the item/teaching material or something very similar.
- The age of the student makes a difference in how an entry is scored particularly in the area of context. An 8 year-old with an annual goal of coin identification and evidence that includes coin identification worksheets may score fine in contexts because worksheets may be age appropriate and “real-world” for other 8 year-olds. However, a 20 year-old student with the same coin identification worksheets will not score as well since worksheets are not functional and “real-world” for someone getting ready to graduate. For the 20 year-old student, use of actual coins in real-life settings would earn a better score.
- Tasks are meaningful if someone without a disability would also do them purposefully. Young children identify colors in preschool through first or second grade. However, the rest of the population doesn’t go around identifying colors just to name colors. Preteens through adults look for a red sweater to go with a black skirt or use color as a visual reference – I want Folgem’s coffee in the red can, not Maxwoll Home coffee in the blue can.
- Don’t rely too heavily on worksheets – they show little evidence of real-life application.
- Remember, there should be no mention of disability or self-care activities on the Entry Cover Sheet or in the evidence. Be careful about what symbols are used on a student schedule to denote those times. A picture of a toilet might be acceptable for an 8-year old, but a picture of a diaper is not appropriate for anyone over the age of 2 years. Think about teaching students other less embarrassing symbols for self-care activities.

## **SUPPORTS FOR INDEPENDENCE DIMENSION**

### Rationale

When individuals who support students with disabilities require an activity contingent upon a student's participation, the student learns to perform new skills **and** to increase his or her independence. Even when a student partially participates (i.e., completes one or more steps of a task but not the whole task), he/she learns to develop a sense of control over the environment and achieves a sense of accomplishment. In addition, students with disabilities must have the opportunity to learn to make appropriate choices and exercise control over their environment. If individuals who support students with disabilities complete activities for the student, the student develops a sense of "learned helplessness" or displays challenging behaviors. The student may learn there is no need to participate because someone will always be there to perform the task, or the student may react to a loss of control through a variety of negative behaviors. The use of supports to gain independence, including assistive technology, enables many students with disabilities to participate in activities that previously would have been inaccessible to them.

## Scoring the Supports for Independence Dimension

Score Points	
3	Consistent use of appropriate supports as specified in Collection documentation.
2	Some use of appropriate supports as specified in Collection documentation.
1	Limited or no use of appropriate supports as specified in Collection documentation.

### **Definitions**

- ✓ ***Supports:*** the degree of effectiveness of adaptations, modifications, assistive technology, and other supports that are provided during learning and that occur during instruction. Supports may include personal, other people, technology, and/or services. Natural supports include those provided by peers in the context of students learning together. Intensities of supports are categorized as the following:

Intermittent: Supports on an “as needed basis.” Characterized by episodic nature, person not always needing the support(s), or short-term supports needed during life-span transitions. Intermittent supports may be of high or low intensity when provided.

Limited: An intensity of supports characterized by consistency over time, time-limited but not of an intermittent nature, may require fewer staff members and less cost than more intense levels of supports.

Extensive: Supports characterized by regular involvement (e.g., daily) in at least some environments (such as work or home) and not time-limited.

Pervasive: Supports characterized by their constancy, high intensity, and potential life-sustaining nature. Pervasive supports typically involve more staff members and intrusiveness than do extensive or time-limited supports.

- ✓ ***Assistive Technology:*** strategies used to assist students in developing and participating in meaningful academics, social relationships, and vocational activities. Can range from low technology to high technology.

<b>Explanation of Score Point 3</b>			
Sample IEP Goal	Content Area and Related SOL	Sample Entry	Rationale
The student will identify the opposites left and right receptively/expressively with 80% accuracy 3 out of 4 trials, data twice weekly.	History K.2 The student will compare and contrast the relative location of people, places and things by...	<ol style="list-style-type: none"> <li>1. Captioned photo of student doing left and right activity sheet</li> <li>2. Captioned photo of student pointing to left and right (caption says: verbal, gestural, and adult assistance used)</li> <li>3. Captioned photo of student making and putting on IEP bracelet</li> <li>4. Data sheet (showing independence and gestural assistance required)</li> <li>5. Worksheet of recognition</li> <li>6. Structured observation by peer buddy describing auditory support given</li> <li>7. Observation notes</li> </ol>	To perform the task associated with the goal of learning left and right, the student has all listed supports available to him/her. Teacher listed on Entry Cover Sheet: auditory supports (verbal prompting from captioned photo), personal assistance - natural (getting help onto bus from observation notes), personal assistance - adult (gesturing by the teacher when working with the directional chart in the classroom from data sheet).

<b>Explanation of Score Point 2</b>			
Sample IEP Goal	Content Area and Related SOL	Sample Entry	Rationale
The student will practice with augmentative communication devices to make requests, answer questions, give directions, relate information, relate events, or make choices with 60% accuracy.	Science K.1 The student will conduct investigations in which... objects are described both pictorially and verbally.	<ol style="list-style-type: none"> <li>1. Captioned photo of student using eye gaze to ID pictures</li> <li>2. Worksheets of coloring animals</li> <li>3. Interim report by teacher (reference to E-Tran board)</li> <li>4. Anecdotal record of E-tran board use</li> </ol>	Some of the supports listed are available to the student: adapted materials, E-Tran board, personal assistance (colored pictures of animals). However, computer technology is listed as a support, but there is no evidence that the student has access to the computer.

<b>Explanation of Score Point 1</b>			
Sample IEP Goal	Content Area and Related SOL	Sample Entry	Rationale
The student will recognize and learn survival signs within the community with 85% accuracy.	History K.4 The student will identify symbols such as community symbols. (Traffic signs, traffic lights, street and highway markers, etc.)	<ol style="list-style-type: none"> <li>1. Captioned photo of student playing in gym equipment and with friends</li> <li>2. Captioned photos of student at circus, mall, and skating</li> <li>3. Permanent product of coloring sheets and drawings completed by student</li> <li>4. Worksheet on color word recognition</li> </ol>	The Entry Cover Sheet indicates the use of verbal prompts and symbols to achieve the IEP goals. There is no evidence or documentation that suggests that these supports are available. The entry only has three types of evidence present (i.e., photographs, permanent product and worksheet).



### TIPS FROM SCORERS

- Whatever supports you list on the Entry Cover Sheet must be clearly displayed in the evidence to get credit.
- **Only list those supports that were actually used to develop the types of evidence and show evidence of the support. Don't list all of the supports from the IEP that the student needs generally unless the student needed them all for the evidence that you are submitting.**
- Have a copy of things you state as supports. For example, if you state that the student uses a picture grocery shopping list, make sure you include a copy of the picture shopping list as evidence.
- If a support for evidence is listed (i.e., verbal prompt), make sure it is documented somewhere. Either a note on the actual work sample or a statement under a photograph should be included. Often support is assumed but is not seen, so credit could not be given.
- Always write captions for student work so that the scorers can tell whether the work was dictated, copied, heavily prompted, or independent.
- Show behavior supports, i.e., checklists, social stories, if you have indicated the use of them.
- If listed as supports, show or demonstrate them, i.e., systems, switches, communication, touch window, assistive technology.



## **SECTION FOUR:**

# **COMPONENTS OF THE COLLECTION OF EVIDENCE**



## **VIRGINIA ALTERNATE ASSESSMENT COLLECTION OF EVIDENCE REQUIREMENTS**

The Collection of Evidence will include the following required items in sequence:

### **Divider One**

- a) Administrative Support Document\*
- b) Assurance for Compiling Collections of Evidence\*
- c) Parent Validation Letter \*

### **Divider Two – English/Language Arts**

- a) Completed Entry Cover Sheet
- b) Four to six types of evidence referencing the Standards of Learning in English/Language Arts (linkage MUST reference a reading SOL)

### **Divider Three – Mathematics**

- a) Completed Entry Cover Sheet
- b) Four to six types of evidence referencing the Standards of Learning in mathematics

### **Divider Four – Science/Technology**

- a) Completed Entry Cover Sheet
- b) Four to six types of evidence referencing the Standards of Learning in science/technology

### **Divider Five – History/Social Sciences**

- a) Completed Entry Cover Sheet
- b) Four to six types of evidence referencing the Standards of Learning in history/social sciences/vocational studies

\* These required components must be included within the COE in order for the collection to be scored.



**COMPONENTS OF THE COLLECTION OF EVIDENCE  
FOR ALTERNATE ASSESSMENT  
AT A GLANCE**

<b>COMPONENT</b>	<b>PARAMETERS and RATIONALE</b>
<sup>s</sup> Administrative Support Documentation	A signature from a building administrator is <b>required</b> to document support and approval of the Collection of Evidence before submission. Have the Administrator include any extenuating circumstances related to the COE in the comment section. COE without Administrative Support Documentation will not be scored.
<sup>s</sup> Assurance for Compiling Collections of Evidence	The Assurance for Compiling Collections of Evidence provides the scorer and Commonwealth of Virginia with assurance that appropriate protocol has been followed by teachers and instructional personnel in collecting evidence of student performance for this student. A signature from the teacher submitting the Collection of Evidence is <b>required</b> before the COE may be scored.
<sup>s</sup> Parent Validation Letter	This component shows that the student's parent has reviewed the Collection of Evidence. The teacher must document attempts to gain parent signature(s) if unable to include this component. COE without a signed Parent Validation Letter or documented attempts will not be scored.
Entry Cover Sheet	The Entry Cover Sheet identifies measurable goals from the IEP and linkage to the Standards of Learning and other performance dimensions. The cover sheet is provided and intended to "standardize" the entry for scoring purposes.
Entry Evidence	Each entry must reflect the assessed IEP goal. Multiple sources of primary and secondary types of evidence will be included. The entry demonstrates the student's best work; therefore, <u>scoring will be determined by quality not quantity</u> . Four to six different types of student work constitute one entry. The practice of collecting student work throughout the academic year is advised.

<sup>s</sup> Supporting documents are not scored but are required components of a Collection of Evidence. Information found in the supporting components will be used to verify evidence in entries and implementation. Support documents must be signed and included for a COE to be scored.

## **COLLECTION OF EVIDENCE CHECKLIST**

The Collection of Evidence will include the following required items in sequence:

### **Divider One**

- ☐ Administrative Support Documentation
- ☐ Assurance for Compiling Collections of Evidence
- ☐ Parent Validation Letter

### **Divider Two – English/Language Arts**

- ☐ Completed Entry Cover Sheet
- ☐ Four to six different types of evidence referencing the Standards of Learning in English/Language Arts (linkage MUST reference a reading SOL)

### **Divider Three – Mathematics**

- ☐ Completed Entry Cover Sheet
- ☐ Four to six different types of evidence referencing the Standards of Learning in mathematics

### **Divider Four – Science/Technology**

- ☐ Completed Entry Cover Sheet
- ☐ Four to six different types of evidence referencing the Standards of Learning in science/technology

### **Divider Five – History/Social Sciences**

- ☐ Completed Entry Cover Sheet
- ☐ Four to six different types of evidence referencing the Standards of Learning in history/social sciences/vocational studies



## ADMINISTRATIVE SUPPORT DOCUMENTATION

The Administrative Support Documentation Form must be signed and dated by a building administrator who is responsible for supervising special education. The purpose of the form is to document that the administrator has reviewed and approves submission of the Collection of Evidence. The comment section may be used to provide any relevant information that has impacted the student's completion of all required elements of the Virginia Alternate Assessment Program. The letter on page 46 **must** be used as the Administrative Support Documentation. The administrative support document must be signed in order to score the Collection of Evidence.

## SAMPLE ADMINISTRATOR'S SUPPORT DOCUMENTATION

Date:

Dear \_\_\_\_\_,  
Teacher's Name

I have reviewed the components and entries of \_\_\_\_\_'s  
Student's Name

Collection of Evidence and approve of submission for scoring.

Comments:

\_\_\_\_\_  
Signature of Building Administrator

\_\_\_\_\_  
Title

\_\_\_\_\_  
School

**NOTE:** Administrators should note any extenuating circumstances related to this Collection of Evidence on this document. (i.e., extended medical absence, late transfer students, etc.)

## ASSURANCE FOR COMPILING COLLECTIONS OF EVIDENCE

### Collection of Evidence Ownership

**Students must have primary ownership of their Collections of Evidence.** At no time should a student's Collection of Evidence performances be characterized as teacher, peer, or parent authored. Teachers, parents, and peers may assume support roles as listeners, responders, and encouragers.

In addition to ownership, the following cautions must be considered in assisting students with disabilities to develop their own COEs. Instructional staff responsible for compiling COEs should refrain from:

- Fabricating, altering, or modifying student work samples, products or data.
- Describing student behaviors that provide a negative image of the student.
- Including student performance information that is of a personal nature (i.e., toileting or bathing).
- Providing any accommodation/assistive device that is not a regular part of the student's daily instruction.

Instructional staff are responsible for providing translations for student work completed in Braille. If translations are not provided, the Collections will be returned unscored to the appropriate divisions. Upon receipt of the translated Collections, the scoring contractor will proceed with scoring, but reports may be delayed.

The teacher submitting the COE for the student must sign and assure scorers and the Commonwealth of Virginia that proper procedures have been followed as outlined in the Implementation Manual. A **COE submitted without teacher signatures will not be scored.**

## SAMPLE ASSURANCE FOR COMPILING COLLECTIONS OF EVIDENCE

### Collection of Evidence Ownership

**Students must have primary ownership of their Collections of Evidence.** At no time should a student's Collection of Evidence performance be characterized as teacher, peer, or parent authored. Teachers, parents, and peers may assume support roles as supporters, listeners, responders, and encouragers.

In addition to ownership, the following cautions were avoided in assisting this student in developing this Collection of Evidence. In assembling this Collection of Evidence, I did not:

- Fabricate, alter, or modify student work samples, products or data.
- Describe student behaviors that provide a negative image of the student.
- Include student performance information that is of a personal nature (i.e., toileting or bathing).
- Provide any accommodation/assistive device that is not a regular part of the student's daily instruction.

I have reviewed, understand, and followed the Assurance for Compiling Collections of Evidence for the Virginia Alternate Assessment Program.

\_\_\_\_\_  
Signature of Teacher

\_\_\_\_\_  
Date

**NOTE: Violation of any of the above Assurances for Compiling Collections of Evidence may result in the Collection of Evidence being assigned a score of Needs Improvement and could be subject to further actions or consequences.**

## PARENT VALIDATION LETTER

A **required component** of the Alternate Assessment is to gather parent feedback. This process is a communication tool with the purposes of:

1. Determining if the parents have seen the Collection of Evidence, and
2. Validating the contents of the Collection of Evidence.

In addition, the Parent Validation Letter form may be used to determine if:

3. The parent understands how the Collection of Evidence is related to the goals and benchmarks of the IEP, and
4. The student's progress on assessed goals is reflected in activities at home and in the community.

### Validation Letter

One method of gathering parent feedback is a validation letter. A sample parent validation letter may be found on page 50. The purpose of the validation letter is to validate the contents of the Collection of Evidence.

If the teacher or school cannot secure a letter, then documented efforts to do so will be accepted.\* This documentation should be submitted as the Parent Validation component in the Collection of Evidence. **A video or photograph permission form may not serve as a Parent Validation Letter.** In the case of a student who has reached the age of majority (18) and has not been adjudicated to the guardianship of an adult, he/she shall be presumed to be a competent adult and should validate the contents of his/her own Collection of Evidence unless one of the actions specified in the Virginia Special Education Regulations has been taken (20-80-72 Transfer of Rights to students who reach the age of majority).

- \* PLEASE ATTACH A "PARENT CONTACT LOG" TO THE PARENT VALIDATION LETTER IF YOU ARE UNABLE TO SECURE A PARENT'S SIGNATURE. THIS CAN BE FOUND IN APPENDIX K.

If the division cannot secure a parent signature or does not document at least three attempts made to acquire parent signatures for a COE for a minor or guardian student, the COE will NOT be scored.

Parents may refuse consent to have their student participate in the Virginia Alternate Assessment Program. Information or questions about parent rights and refusals should be directed to the Division of Assessment and Reporting (804) 225-2102.

## **SAMPLE PARENT VALIDATION LETTER**

Date:

RE: Collection of Evidence for \_\_\_\_\_  
Student's Name

Dear \_\_\_\_\_:  
Teacher's Name

I have reviewed the contents of this Collection of Evidence and agree that the entries are his/her work.

Comments:

\_\_\_\_\_  
Parent's Signature

\_\_\_\_\_  
Parent's Signature

## ENTRY COVER SHEET

The Entry Cover Sheet is completed for each of the four content area entries. It identifies IEP assessed goals to be evidenced, Linkage to the Standards, and other performance dimensions. **IEP goals and integrated standards noted on the Entry Cover Sheet should be indexed on the Types of Evidence.**

Student identification numbers may be obtained at the local level. The teacher's signature at the bottom of the Entry Cover Sheet validates the entry. Blank Entry Cover Sheets may be found on page 132. They are also available on the DOE website:

<http://www.pen.k12.va.us/VDOE/Instruction/Sped/spedsol.html>.

### TIPS FOR TEACHERS

- Remember to include the student's age. This will assist the scorers in determining if the instructional materials are age appropriate and in identifying peers.
- Don't forget to circle one content area.
- For Student Performance, be sure to write a measurable goal.
- Don't put numerous unrelated IEP goals in any given content area. It becomes very difficult to demonstrate student performance of goals.
- When completing Linkage to Standards, list the content area, sub-area, grade level reference, and then the SOL. (English: Reading/Literature 6.5 The student will read and demonstrate comprehension.) If the linkage focuses on a particular bullet, add bulleted information as well (e.g., English: Reading/Literature 6.5 The student will read and demonstrate comprehension; The student will identify questions to be answered.)
- Make sure that the SOL and IEP goals are related.
- Make sure the SOL applies to the content area.
- Keep it simple – select only ONE SOL link and IEP goal.
- Completely fill in each area in the "Evidence Description." The information provided in this section will assist the scorer in reviewing your entry.
- Make sure your evidence matches the SOL and IEP goal. The more obvious the link, the better.
- Be sure to use only one Entry Cover Sheet per content area.

## SAMPLE ALTERNATE ASSESSMENT ENTRY COVER SHEET

Student Number: 12345 Grade Level: 5 Age of the Student: 10

CONTENT AREA: (circle one):      English/Language Arts                      Mathematics  
    Science (Technology)                      History/Social Sciences (Vocational)

**STUDENT PERFORMANCE:** What measurable IEP Goal is evidenced?

Joe, given appropriate opportunities during reading activities and community instruction, will select the appropriate picture/item symbol of the topic discussed by using gestures or eye gaze with 75% proficiency to increase use of effective non-verbal communication skills.

**LINKAGE TO STANDARDS:** What Standard of Learning is evidenced? (Reference the SOL and write out the standard.)

SOL K.8 The student will demonstrate comprehension of fiction and nonfiction.

### EVIDENCE DESCRIPTION

(include 4-6 types of evidence)

Type #	Evidence (list task or method of data collection used)	Primary (P) or Secondary (S)	VARIETY OF SETTINGS AND SOCIAL INTERACTION		CONTEXTS	SUPPORTS FOR INDEPENDENCE
			Setting of Student Performance	Evidence of Social Interaction	Materials Used	Supports Used by the Student for this Task
1	<i>Videotape</i>	<i>S</i>	<i>classroom</i>	<i>peer assistance</i>	<i>picture cards</i>	<i>verbal prompt</i>
2	<i>Photographs</i>	<i>S</i>	<i>classroom cafeteria library community</i>	<i>peers adults librarian clerk</i>	<i>picture cards items</i>	<i>verbal prompt visual cues</i>
3	<i>Data Sheets</i>	<i>P</i>	<i>classroom library community</i>	<i>peers adults librarian clerk</i>	<i>picture cards items data sheet</i>	<i>verbal prompt visual cues</i>
4	<i>Work Samples</i>	<i>P</i>	<i>classroom library</i>	<i>peers librarian</i>	<i>picture cards items</i>	<i>verbal prompt</i>
5	<i>Observations/ Anecdotal Records</i>	<i>P</i>	<i>classroom library community</i>	<i>peers librarian teacher clerk</i>	<i>picture cards items</i>	<i>verbal prompt visual cues</i>
6						

### Comments:

*The student's work evidenced in this entry accurately reflects typical instructional programming directed to previously specified standards.*

Teacher Signature: Suzi Teacher Date: \_\_\_\_\_



## ENTRY EVIDENCE

Data collected as evidence for each content area entry will fall into different categories. These categories can be described as “types of evidence.” Four to six different types of evidence must be included in each entry. There must be one entry for each of the four content areas: English/Language Arts (linkage **MUST** reference a reading SOL), Mathematics, Science (to include technology), and History/Social Sciences. It is recommended that types of evidence should be collected throughout the academic year.

Entries must include evidence of the student’s performance on a specific task that shows access to and progress in the general curriculum based on the Standards of Learning. Another rule of thumb is to “triangulate” or to use multiple methods (types) or data collection strategies to collect data that will evidence performance on the assessed IEP goals. Triangulation of data will be accomplished by providing primary types of evidence and secondary types of evidence for each entry.

### Primary Types of Evidence

For each entry, the evidence will consist of primary data that shows student performance. Each entry **must** have at least **one** of the following primary types of evidence:

- Data sheets
- Charts/Graphs
- Anecdotal records (including Observations)
- Work samples
- Permanent products

### Secondary Types of Evidence

Secondary data may show generalization across settings or people. Each entry **may** include the following secondary types of evidence:

- Audiotapes
- Student/Peer reflections
- Interviews (parent, general education teacher, employer/community based work supervisor, related service staff)
- Videotapes (should include a brief script)
- Photographs (should be captioned)

In the following sample, triangulation is accomplished by using worksheets, captioned photos demonstrating targeted skills, data sheets, and video clips. By using the practice of triangulation, it will be easier to evidence each of the performance dimensions as well. In some entries, there may be clear evidence of student performance and linkage to the standards through graded work products, data sheets, anecdotal records, or charts of student responses. Social interactions may be evidenced using photos of a reading partner or peer reflection. Age-appropriate materials may be evidenced by reviewing worksheets and photos of the materials needed to complete a task. Supports for independence may be evidenced using a data sheet or a video and script of a

student using a needed support. The script is a means of protecting the student's evidence in case of technology malfunction.

Each entry must address the IEP goal listed on the Entry Cover Sheet. Determining the appropriate IEP goal and access to the general curriculum should be a decision made by the IEP team. Only one IEP goal and one Standard of Learning must be referenced per content area. See Appendix C for more guidance for "Developing Entries for Alternate Assessments: Three Methods."

The Alternate Assessment Entry Cover Sheets are to be used to "showcase or highlight" the student's performance. Entry Cover Sheets are **not** evidence. They merely tell reviewers what evidence follows the Entry Cover Sheet in the COE. Therefore, it is important to remember that whatever is written on the Entry Cover Sheet as evidence must be demonstrated in the actual types of evidence included in the entry.\* These Entry Cover Sheets introduce what is coming next and the content area of the entry. Evidence for each dimension should be mentioned briefly using a bulleted list, phrases, or short sentences on the cover sheet. Scorers will appreciate organized entries that are cross-referenced using the cover sheets. It is **required** that each type of evidence index the measurable IEP goal and Standard of Learning listed.

\* **Please note that material contained in the Collections of Evidence in whole or in part should not be used in subsequent COE submissions by that student or another student.**

## **SAMPLE OF TECHNIQUES TO COLLECT TYPES OF EVIDENCE**

### **Primary Types of Evidence**

#### **Instructional Data Sheets**

A standardized or teacher-generated data sheet may be used to evidence performance on specific goals, tasks, or behaviors demonstrated by the student. A data sheet entry may be strengthened by student performance demonstration through a work product, video, or photo. The data sheet should include the assessed goal, analysis of the student performance, and a scoring key to describe marking on the data sheet. If appropriate, it can also include information on location and materials used.

A data sheet can be used to show evidence of:

- Student performance
- Supports
- Settings
- Materials
- Peer involvement

## SAMPLE DATA SHEET

**Student Name:** \_\_\_\_\_

**IEP Goal:** \_\_\_\_\_

**SOL Linkage:** \_\_\_\_\_

**Materials Used:** \_\_\_\_\_

<b>Date</b>	<b>Yes (+) or No (-) Level of Support V, G, P, M</b>	<b>Setting and Activity Where? And What?</b>	<b>Interactions/With Whom?</b>

**V**= Verbal prompt  
**G**= Gestural prompt  
**P**= Physical prompt  
**M**= Model prompt

**GE**= Note if individual is General Education peer  
**SE**= Special Education peer  
**SS**= School Staff

## **Observations/Anecdotal Records**

### **Structured Observation/Anecdotal Record (See Appendix E)**

The structured observation/anecdotal record is a pre-planned activity in which the student demonstrates performance on an assessed IEP goal. The student is given directions to perform a skill. The teacher observes the performance and records the observation. The teacher may further structure the observation by using a checklist of criteria for observing, recording, and evaluating performance. Examples may include giving students a problem to solve, initiating a group discussion or presentation, or directing a student to demonstrate a daily living skill.

### **Spontaneous Observation/Anecdotal Record (See Appendix E)**

The student's performance is observed in naturally occurring situations. This is similar to the structured observation, but occurs naturally rather than being arranged by the teacher. The teacher, or another responsible person, observes the performance demonstration and records the observation as described in Appendix E.

Teachers, parents, related services providers, or other adults in the school or community settings may complete observations, both structured and spontaneous.

Observations can be used to show evidence of:

- Student performance
- Variety of settings
- Peer interaction
- Context
- Supports

## SAMPLE OBSERVATION SHEET

Student \_\_\_\_\_

Activity \_\_\_\_\_

Location \_\_\_\_\_

Briefly describe the student's performance in the activity listed above. Please include information regarding his/her interaction with others (if appropriate) and support required for success.

Signature \_\_\_\_\_ Date \_\_\_\_\_

**Work Sample**

The task may be a pre-planned activity requiring the student to write a response or produce a permanent product. When using this method, a work sample is included in an entry. This documentation may include the actual worksheet, written test, or product. A written description and a photograph of the product may be substituted if the item is too large to be included in the entry. It is a good idea to include a caption with each work sample or permanent product. The caption should include: a brief statement describing the purpose of the work sample, where the student worked on the work sample/permanent product (i.e., special education classroom, regular education classroom, grocery store), support the student received, and peers that may have worked with the student.

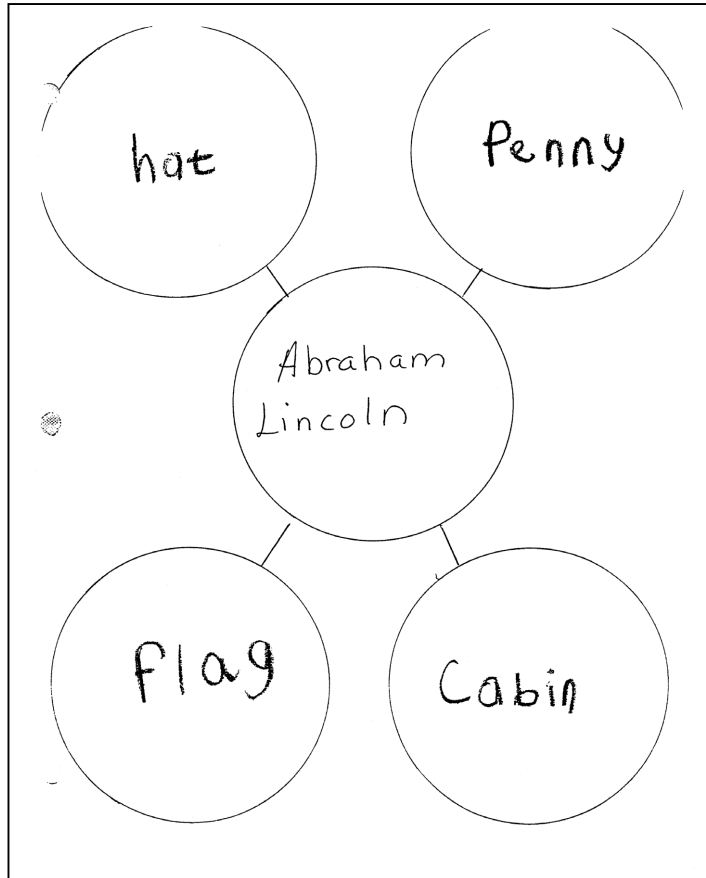
Work samples and permanent products with captions can be used to show:

- Student performance
- Variety of settings
- Supports
- Peer interaction

**Permanent Product**

A permanent product is a student generated work sample that may be too large, complex or of a nature that prevents the teacher from sending in the actual work sample. Examples might include a large mural that the student has created, a model or project that is too large to be shipped for scoring, a cake or meal that the student has prepared. In these cases, the teacher should photograph the student's work and label it "permanent product."

## WORK SAMPLES

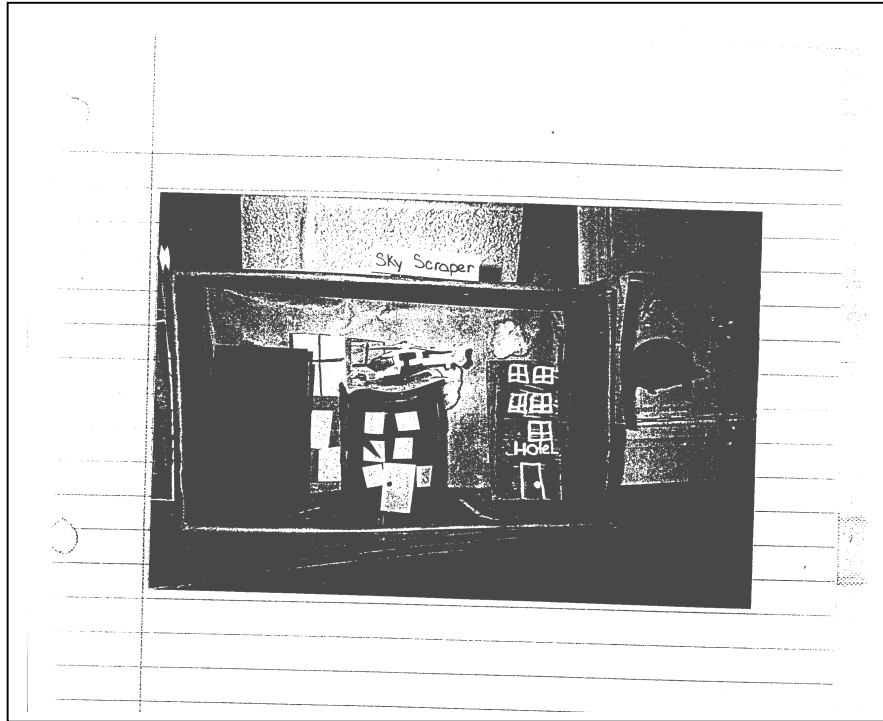


### "THE BEST SEASON"

Summer is the best season because  
when you go  
out ~~side~~ and if it's hot you can  
go to the  
beach and jump in the water.  
and you can  
also play volleyball and throw Frisbees and  
shot basketball.  
The park (then take a long vacation  
out of state)  
Then after that come home and  
relax.



## WORK SAMPLES

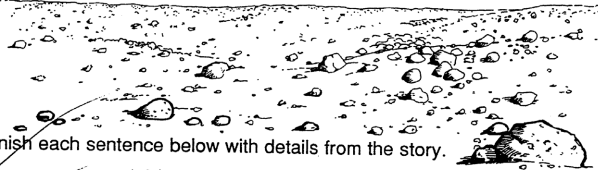


Name \_\_\_\_\_ Skill: Finding details

### Mars—The Red Planet

Mars, the fourth planet from the Sun, is half the size of Earth. Mars has two moons. It has been called the Red Planet because of its red color. Parts of this planet's surface are covered with sand dunes and dry reddish deserts. Other areas look like dried up riverbeds. Some scientists believe water may once have flowed on Mars. Mars also has two polar caps made up of frozen water and dry ice. Pink, blue, and white clouds move through the Red Planet's sky.

For a long time some people thought there might be life on Mars. When two U.S. spacecraft landed on the planet in 1976, they sent back photographs of Mars and did experiments to find out if life exists there. Scientists now believe that Mars does not have plant or animal life like that on Earth.



Finish each sentence below with details from the story.

1. Mars is the 4th planet from the Sun, and it has 2 moons.
2. Mars is nicknamed the The Red Planet.
3. Two U.S. spacecraft landed on Mars in 1976, sent back photographs, and did experiments.
4. Mars has dry reddish deserts and what look like dried up river beds.
5. Mars has two polar caps made of frozen water and dry ice.

**Brainwork!** Draw and color a picture that shows your idea of the Red Planet's landscape.

## **Secondary Types of Evidence**

### **Student Reflection**

The student participating in the Alternate Assessment and/or an age-appropriate peer creates the reflection. The reflection provides a brief description of the interaction and process used to complete a desired activity or work sample. The reflection should include evidence of planning, monitoring, and evaluating the process or product. Please include only the first names of peers.

Student reflections can be used to show evidence of:

- Student performance
- Variety of settings and social interactions
- Supports

## STUDENT REFLECTION SAMPLES

### Student Reflection

**Description of the Interaction:**

I like the way # acts w/ 112.

**Setting of the Activity:**

paper class

**Participating Age Appropriate Peer/Peers**

X Age 12

B 11

### **Video Profiles with Script (See Appendix E)**

Videotape profiles provide objective, clear, and accurate pictures of a student's ability and preferences by illustrating activities, routines, and strategies for instruction and support. Whereas written records are limited by the personal interpretation of the reporter, permanent videotape records provide an opportunity for an independent, thorough analysis of student performance by a number of people with different professional and personal perspectives. The parent, another educator, employer, related service staff, or other individual who is in a position to describe the student's real-world performance can make videotape profiles. To use videos of students, parental permission must be obtained through the school division's policy. Application, preparation, protocol examples, and evaluation script may be found in Appendix E.

Videotapes submitted as evidence for the Alternate Assessment **must** adhere to the following guidelines:

- Use ONLY new VHS tape (Do NOT record over previously used tapes).
- Standard size VHS tape must be used (no diskettes, DVDs, etc.).
- Videotapes must be dedicated to the performance of one student only.
- Videotaped activities should not exceed 90 seconds per activity in length.
- Each videotape must also include a script. In addition to scripting the content of the videotape, the script should include the student's name and the content area to which the tape is assigned.

Videotapes can be used to show evidence of:

- Student performance
- Variety of settings and social interactions
- Context
- Supports

#### **TIPS FOR TEACHERS**

- Place all videos and cassettes in plastic inserts provided by Questar.
- Label the videotape with the student's name and the content area.
- When using a video to show a variety of student activities, use the video counter and provide a list identifying the sections of the tape pertaining to each content area (e.g., 001-085: English Use of Sign Language).

**Interview**

The teacher may interview a parent, teacher, employer, or other individual who is in a position to describe the student's real-world performance. Typically, this method is used when the performance occurs in a community/home setting in which the teacher who is assessing the student is not present (e.g., on a work site, at a restaurant). This method provides an opportunity to evaluate the student's performance under the supervision of persons other than the teacher. The parent, another educator, employer, related service staff, or other individual who is in a position to describe the student's real-world performance is asked a structured set of questions to enable the teacher to document the student's performance on targeted IEP goal(s) to be evidenced.

An interview may be used to show evidence of:

- Student performance
- Variety of settings
- Peer interaction
- Context
- Supports

## SAMPLE INTERVIEW SHEET

Student Name: \_\_\_\_\_ Age: \_\_\_\_\_ Date: \_\_\_\_\_

Interview Conducted by: \_\_\_\_\_

Person Interviewed: \_\_\_\_\_

Position: \_\_\_\_\_

1. On which IEP Goal(s) have you worked with the student?

---

---

---

2. Describe the student's performance of the IEP Goal.

---

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3. Describe the setting(s) where you worked with the student on the IEP Goal.

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4. Describe the student's interactions with peers.

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5. What help (support) did the student require?

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Other Comments:

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### **Captioned Photographs**

Photographs provide evidence of student performance in a variety of activities and settings without being overly intrusive or disruptive. To use photographs, parental permission must be obtained using the school division's policy. A caption that describes the activities in which the student is engaged and the location of the activities must accompany the photo. The caption may also include information regarding the materials used and support, if any, that was provided to the student.

Photographs can be used to show evidence of:

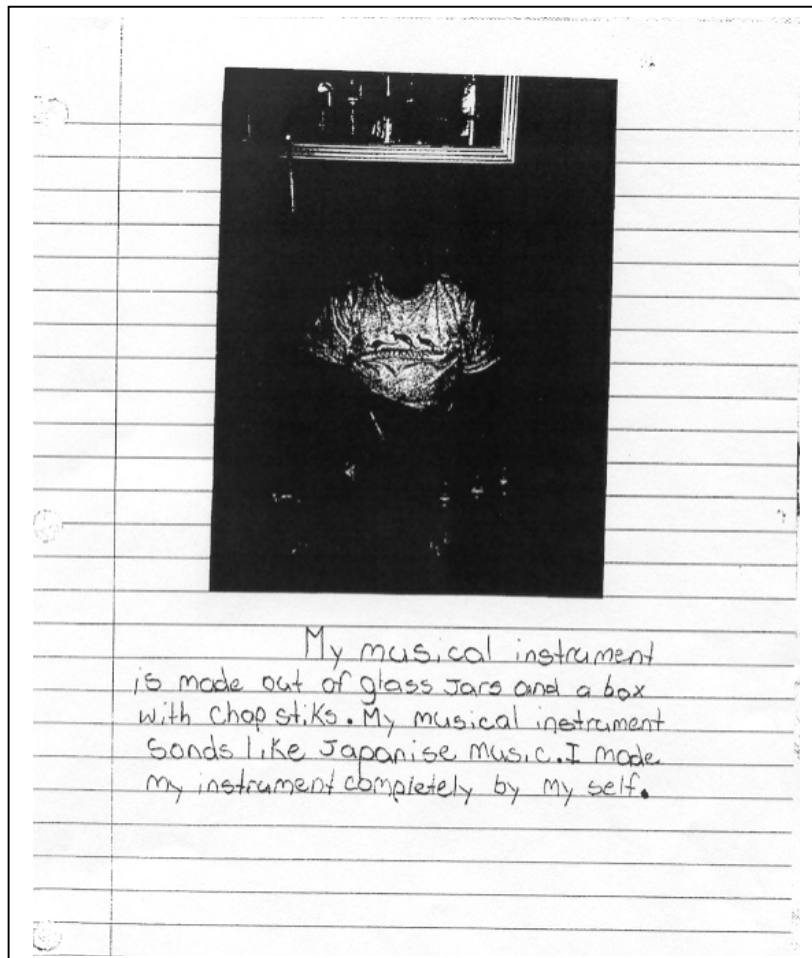
- Variety of settings
- Context
- Supports

**Do not submit photographs of a personal nature. (Toileting procedures, dressing procedures, etc.) These skills may be a part of programming for the student, but should not be the entire program for any student and should not be selected for inclusion in entries for the VAAP.**

## SAMPLE CAPTIONED PHOTOGRAPHS

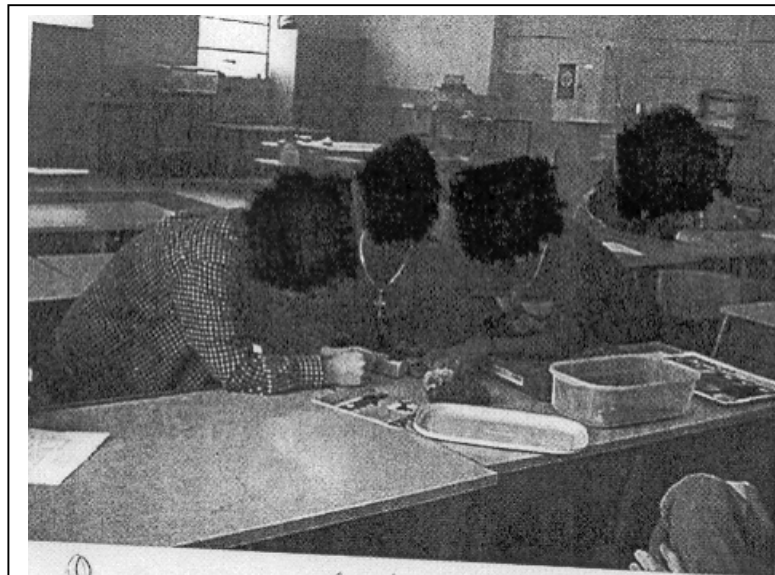


**Picture #2 Student looking for food items that are on his grocery store list**





## SAMPLE CAPTIONED PHOTOGRAPHS



I am in exploratory working on a project  
I have to count how many books  
and put it in and put it together it  
can be a piano.

Picture #1 Student using calculator to determine how much the two items will be.

Picture #2 Student waiting in line at the express



#1



## **SECTION FIVE:**

# **APPENDICES**



# **APPENDIX A:**

## **EXAMPLES OF**

# **INTEGRATING THE**

# **STANDARDS OF LEARNING**

The examples that follow will provide real-life applications, related access skills and recommended products for specific content and instructional areas of the four core content areas of English, mathematics, science and history. When linking Standards of Learning to IEP goals for VAAP entries, teachers should use the current Virginia Standards of Learning documentation to provide the appropriate SOL number and statement for the Entry Cover Sheet. Do not use previously stated “integrated standards” from earlier VAAP Implementation Manuals, as these integrated standards were based on 1995 Standards of Learning and are no longer valid for submission in the VAAP.

The following pages contain ONLY a representative sample of some real-life applications, related access skills and recommended products for *select content areas*.



# English/Language Arts

**Note:** Due to regulations established under No Child Left Behind, the VAAP English content area entry **MUST** be linked to a Standard of Learning from the English Reading/Literature section.

## Reading/Literature: Real-Life Application and Related Access Skills

Examples of Real-Life Application	Related Access Skills	Examples of Assessment Products or Techniques
<ul style="list-style-type: none"> <li>• Hold print material in correct orientation</li> <li>• Identify front/back of material</li> <li>• Read printed materials or pictures</li> <li>• Identify pictures that communicate emotions, weather, danger</li> <li>• Read a map of relevant environment</li> <li>• Work on a puzzle</li> <li>• Assemble a project</li> <li>• Turn the page</li> <li>• Identify letters and common signs/logos</li> <li>• Listen to nursery rhymes, simple poems</li> <li>• Participate in finger plays</li> <li>• Recognize rhyming words</li> <li>• Identify common names of people, places, items</li> <li>• Identify environmental signs (i.e., “exit,” “entrance,” “bathroom,” menu items, danger)</li> <li>• Sort alphabet cards</li> <li>• Match upper/lowercase letters</li> <li>• Recognize personal identifiable information</li> <li>• Write names</li> <li>• Follow recipe</li> <li>• Complete job application</li> </ul>	<ul style="list-style-type: none"> <li>• Recognize left/right</li> <li>• Identify up/down</li> <li>• Follow directions</li> <li>• Attend to speaker</li> <li>• Differentiate among pictures, objects, letters</li> <li>• Grasp and release</li> <li>• Direct and sustain attention to activity</li> <li>• Recognize directions</li> <li>• Make choices</li> <li>• Sequence/process information using objects, pictures, drawings</li> <li>• Use a schedule</li> <li>• Attend to personal hygiene</li> </ul>	<ul style="list-style-type: none"> <li>• Work sample</li> <li>• Audiotape</li> <li>• Videotape</li> <li>• Teacher observation/data</li> <li>• Graphs</li> <li>• Task analysis rubric</li> </ul>

# History/Social Sciences

## History: Real-Life Applications and Related Access Skills

Examples of Real-Life Application	Related Access Skills	Examples of Assessment Products or Techniques
<ul style="list-style-type: none"> <li>Follow daily schedule</li> <li>Use a daily/weekly calendar to organize events</li> <li>Sort photos by similarities</li> <li>Classify items representing historical events or eras</li> <li>Role-play a significant event in history</li> <li>Maintain a communication wallet to provide personal information</li> <li>Use a timeline to show time relevance</li> <li>Access appropriate information</li> <li>Match famous people with events</li> <li>Sequence events</li> <li>Make models of historical places</li> <li>Track days, months through a calendar</li> <li>Plan for events associated with major holidays</li> <li>Recognize effects of change</li> <li>Keep a picture, written journal of daily events</li> <li>Recognize cultural differences among groups of people</li> <li>Participate in diversity awareness/appreciation activities</li> </ul>	<ul style="list-style-type: none"> <li>Indicate choice when given options</li> <li>Give personal information</li> <li>Respond to questions</li> <li>Attend to group instructions</li> <li>Follow directions</li> <li>Respond to the presence of others</li> <li>Make transitions between routine activities</li> <li>Share with others</li> <li>Scan environment</li> <li>Advocate for self</li> <li>Follow rules appropriate to the setting</li> </ul>	<ul style="list-style-type: none"> <li>Sample products</li> <li>Photographs</li> <li>Observations</li> <li>Peer notes, reflections</li> <li>Parent checklist, notes</li> <li>Teacher data checklist</li> <li>Video documentation</li> <li>Audio documentation</li> </ul>

## Economics: Real-Life Applications and Related Access Skills

Examples of Real-Life Application	Related Access Skills	Examples of Assessment Products or Techniques
<ul style="list-style-type: none"> <li>Play games involving the use of money</li> <li>Make purchases for desired personal items</li> <li>Use calculator</li> <li>Handle and use money</li> <li>Purchase items</li> <li>Participate in fundraisers</li> <li>Participate in projects involving money exchange</li> <li>Choose job related activities based on personal preferences</li> <li>Make and use a shopping list</li> <li>Use a calculator for progressive subtraction and addition</li> <li>Develop money banks for incentives</li> <li>Role-play interviewing skills</li> <li>Create a resume</li> <li>Contract for work performance (work adjustment skills)</li> <li>Collect recyclable materials</li> </ul>	<ul style="list-style-type: none"> <li>Recognize numbers</li> <li>Indicate choice when given options</li> <li>Communicate needs and wants (naturalistic or augmented)</li> <li>Attend to group instruction</li> <li>Follow rules appropriate to setting</li> <li>Accept assistance</li> <li>Make transition from one activity to another</li> <li>Use objects for intended purpose</li> </ul>	<ul style="list-style-type: none"> <li>Teacher observation</li> <li>Student products or work samples</li> <li>Video documentation</li> <li>Parent notes</li> <li>Photograph documentation</li> <li>Interview with employers</li> <li>Employer documentation</li> <li>Audio clips</li> <li>MAPS</li> </ul>



**Civics: Real-Life Applications and Related Access Skills**

<b>Examples of Real-Life Application</b>	<b>Related Access Skills</b>	<b>Examples of Assessment Products or Techniques</b>
<ul style="list-style-type: none"><li>• Develop and follow classroom rules</li><li>• Participate in class/school charity events</li><li>• Vote in classroom activities, student body elections</li><li>• Connect patriotic symbols with national pride</li><li>• Participate in Pledge of Allegiance and the Star-Spangled Banner</li><li>• Care for belongings</li><li>• Respect others' belongings</li><li>• Understand consequences of breaking rules</li><li>• Recognize national and state leaders</li><li>• Report maltreatment appropriately</li><li>• Report inappropriate personal encounters</li><li>• Adhere to schedule and appointed times for activities or appointments</li><li>• Evaluate career opportunities based on skills and interests</li></ul>	<ul style="list-style-type: none"><li>• Indicate choice when given options</li><li>• Attend to group instruction</li><li>• Imitate motor actions</li><li>• Use objects for intended purpose</li><li>• Move between rooms of building</li><li>• Give personal information</li><li>• Make requests</li><li>• Accept assistance</li></ul>	<ul style="list-style-type: none"><li>• Checklists</li><li>• Task analysis</li><li>• Pictures/photographs</li><li>• Video documentation</li><li>• Interview with parents or employers</li><li>• Task observation</li><li>• Employer documentation</li><li>• Peer notes/reflection</li></ul>

# Mathematics

## Number and Number Sense: Real-Life Applications and Related Access Skills

Examples of Real-Life Application	Related Access Skills	Examples of Assessment Products or Techniques
<ul style="list-style-type: none"> <li>• Recognize safety signs in the environment</li> <li>• Line up with class</li> <li>• Perform money exchange with predetermined money</li> <li>• Use a timer</li> <li>• Copy/match number sequences and numbered items</li> <li>• Match digital and analog time</li> <li>• Demonstrate rote counting</li> <li>• Match using one-to-one correspondence</li> <li>• Use calendar to organize events</li> <li>• Access vending machine with predetermined money</li> <li>• Understand time of day</li> <li>• Order items according to characteristics</li> <li>• Determine “How much more?” “How much less?”</li> <li>• Use number recognition to locate address, bus, phone number, birthday, date</li> <li>• Distribute class materials using one-to-one correspondence</li> <li>• Participate in games</li> <li>• Access correct numbers and operations on a calculator</li> <li>• Match number of items and numeral on cards</li> <li>• Recognize parts of a whole</li> <li>• Copy and/or trace numerals</li> <li>• Associate time on clock with time on personal schedule</li> <li>• Use expiration date to identify spoiled foods</li> </ul>	<ul style="list-style-type: none"> <li>• Make choices</li> <li>• Communicate personal needs/desires</li> <li>• Request assistance</li> <li>• Access technology</li> <li>• Use personal communication device</li> <li>• Recognize concept of wholeness</li> <li>• Reach and grasp</li> <li>• Follow directions</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher observations</li> <li>• Data collection/checklist</li> <li>• Electronic portfolio</li> <li>• Video documentation</li> <li>• Audio documentation</li> <li>• Products/work samples</li> <li>• Interview/evaluation with employer</li> <li>• Peer notes/reflection/ interviews</li> <li>• Video resume</li> <li>• MAPS</li> <li>• Sample of communication system</li> <li>• Teacher made tests</li> </ul>

### Computation and Estimation: Real-Life Applications and Related Access Skills

Examples of Real-Life Application	Related Access Skills	Examples of Assessment Products or Techniques
<ul style="list-style-type: none"> <li>• Use next dollar-strategy for money exchange</li> <li>• Add or subtract using concrete objects</li> <li>• Distinguish among “enough,” “too few,” “too many” objects</li> <li>• Estimate cost of items to determine money needed</li> <li>• Select reasonable answer to solve problem</li> <li>• Compare items for similar/different qualities, such as height, weight, temperature, using standard and nonstandard units of measurement</li> <li>• Shop comparatively</li> <li>• Make a grocery list</li> <li>• Follow a budget</li> <li>• Use data from charts or graphs to solve problems</li> <li>• Identify symbols for cent, dollar</li> <li>• Access vending machines with predetermined amounts of money</li> <li>• Shop for personal items</li> <li>• Use “count by” or “sets of sets” strategies to determine amount of money</li> <li>• Count money</li> <li>• Demonstrate one-to-one correspondence</li> </ul>	<ul style="list-style-type: none"> <li>• Set personal goals</li> <li>• Make choices</li> <li>• Communicate personal needs/desires</li> <li>• Request assistance</li> <li>• Access technology</li> <li>• Use personal communication device</li> <li>• Recognize concept of wholeness</li> <li>• Reach and grasp</li> <li>• Follow directions</li> <li>• Make prediction using relevant information</li> <li>• Share with others</li> <li>• Advocate for self</li> </ul>	<ul style="list-style-type: none"> <li>• Skills checklist</li> <li>• Teacher observations</li> <li>• Data collection/checklist</li> <li>• Electronic portfolio</li> <li>• Video documentation</li> <li>• Audio documentation</li> <li>• Products/work samples</li> <li>• Interview/evaluation with employer</li> <li>• Peer notes/reflection/interviews</li> </ul>

# Science/Technology

## Scientific Investigation, Reasoning, and Logic: Real-Life Applications and Related Access Skills

Examples of Real-Life Application	Related Access Skills	Examples of Assessment Products or Techniques
<ul style="list-style-type: none"> <li>• Follow personal schedule</li> <li>• Sort by differences (i.e., light/dark laundry, mail)</li> <li>• Collate newsletters, materials</li> <li>• Make choices for healthy meals/foods</li> <li>• Summons help in response to an emergency (i.e., call 911, request assistance, evacuate building)</li> <li>• Prepare meals</li> <li>• Attend to personal hygiene</li> <li>• Make choices of clothing based on relevant information and personal preferences</li> </ul>	<ul style="list-style-type: none"> <li>• Recognize and identify different activities/tasks/events in personal schedule</li> <li>• Physically manipulate schedule using symbols/blocks</li> <li>• Practice reach/grasp and eye-hand coordination</li> <li>• Cross midline</li> <li>• Use receptive and expressive communication</li> <li>• Engage in appropriate social skills</li> <li>• Recognize particular locations/people through environmental scans</li> <li>• Communicate preferences</li> <li>• Summon others</li> <li>• Express acceptance or rejection</li> <li>• Accept assistance</li> </ul>	<ul style="list-style-type: none"> <li>• Personal daily schedule</li> <li>• Task analysis/completion</li> <li>• Teacher observation/data sheets</li> </ul>

## Force, Motion, and Energy: Real-Life Applications and Related Access Skills

Examples of Real-Life Application	Related Access Skills	Examples of Assessment Products or Techniques
<ul style="list-style-type: none"> <li>• Operate on/off switch for TV, video, cassette player, radio</li> <li>• Operate on/off switch for technology</li> <li>• Operate switches</li> <li>• Organize environment by pushing or pulling objects/items</li> <li>• Gain understanding of gravity</li> <li>• Manipulate down/up an inclined plane</li> <li>• Manipulate and use simple tools</li> <li>• Understand dangers of electricity</li> <li>• Play musical instruments</li> <li>• Manipulate lighting in personal environment</li> <li>• Recognize and discriminate among/between animal sounds</li> <li>• Recognize voices of peers, family members, teachers, service providers, etc.</li> <li>• Distinguish between solid, liquid, or gas (i.e., steam)</li> <li>• Observe motion of objects</li> <li>• Navigate self in school or community</li> <li>• Operate simple machine on job site (hand truck, stapler, etc.)</li> </ul>	<ul style="list-style-type: none"> <li>• Use a communication system</li> <li>• Maintain attention/focus on relevant and appropriate stimuli or audience</li> <li>• Communicate ideas</li> <li>• Request assistance</li> <li>• Distinguish between what is safe and what is dangerous</li> <li>• Operate switches</li> <li>• Follow directions</li> <li>• Follow sequence</li> <li>• Make predictions</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher observations/data</li> <li>• Work samples</li> <li>• Video or audio documentation</li> <li>• Parent or job site personnel interviews</li> <li>• Performance task analysis</li> <li>• Peer survey</li> </ul>

### **Life Processes: Real-Life Applications and Related Access Skills**

<b>Examples of Real-Life Application</b>	<b>Related Access Skills</b>	<b>Examples of Assessment Products or Techniques</b>
<ul style="list-style-type: none"> <li>• Provide plant care</li> <li>• Understand necessity of food, water, air for living things</li> <li>• Recognize pictures of family, care givers</li> <li>• Recognize differences/similarities of plants and animals</li> <li>• Identify textures as smooth, rough, soft, etc.</li> <li>• Select preferred foods that are healthy</li> <li>• Identify living environments and needs</li> <li>• Communicate preferences for personal space</li> <li>• Recognize change over time</li> <li>• Attend to personal hygiene needs</li> <li>• Select clothing appropriate for weather</li> <li>• Observe plant and animal behavior</li> <li>• Categorize animals, items, plants according to differences/similarities</li> <li>• Apply basic recycling skills in everyday life</li> </ul>	<ul style="list-style-type: none"> <li>• Communicate personal needs, desires</li> <li>• Use a personal communication system</li> <li>• Attend to audience or relevant objects</li> <li>• Respond or answer appropriately</li> <li>• Organize information</li> <li>• Recognize differences and similarities</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher observations/data</li> <li>• Work samples</li> <li>• Video or audio documentation</li> <li>• Parent or job site personnel interviews</li> <li>• Performance task analysis</li> <li>• Peer interviews or surveys</li> </ul>

### **Computer/Technology: Real-Life Applications and Related Access Skills**

<b>Examples of Real-Life Application</b>	<b>Related Access Skills</b>	<b>Examples of Assessment Products or Techniques</b>
<ul style="list-style-type: none"> <li>• Access computer</li> <li>• Activate a computer using a switch</li> <li>• Choose computer software appropriate for task</li> <li>• Organize information</li> <li>• Gather information</li> <li>• Store information</li> <li>• Use technology to assist in task completion</li> <li>• Access computer, e-mail, Internet</li> <li>• Use technology at employment site (i.e., cash register, inventory control, walkie-talkie)</li> </ul>	<ul style="list-style-type: none"> <li>• Use a personal communication device</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher observations/data</li> <li>• Work samples</li> <li>• Video or audio documentation</li> <li>• Parent or job site personnel interviews</li> <li>• Performance task analysis</li> <li>• Peer interviews or surveys</li> </ul>



## **APPENDIX B:**

# **DEVELOPING INDIVIDUALIZED STUDENT SCHEDULES**





## DEVELOPING INDIVIDUALIZED STUDENT SCHEDULES

A suggested entry for a student participating in the Alternate Assessment may be an **Individualized Student Activity Schedule** and a description of how the **student** uses the schedule\*. This entry can provide a wealth of information about a student, (e.g., kinds and types of functional activities across life domains, time spent in integrated activities such as general education classroom, community-based instruction, opportunities for choice making). The individualized student schedule can become the foundation for developing an augmentative communication system that the student may use in a variety of ways. In addition, the **Individualized Student Activity Schedule** provides a tool for teaching a student to make choices, initiate interactions, plan activities, as well as develop time concepts.

Developing a good individualized student schedule begins with a planning process developed by Jacqueline Thousand (1986) that involves the student, the family, general education, and special education teachers. The **first step** involves determining the family priorities, and the student's likes and dislikes. In the **second step**, the instructional planning team determines the instructional priorities based on the input from the family and student, as well as the team's own priorities. The **third step** involves looking at the general education schedule to plan for integrated activities with nondisabled peers. Determining what adaptations and support the student will need to enhance participation in those activities becomes the **fourth step**. In the **fifth step**, the team looks at alternative instructional opportunities such as community-based instruction that need to play a role in the student's instructional day.

Converting this schedule into a form that the student uses provides the next challenge. Wiley and Blaha from the Outreach Department at the Texas School for the Blind suggest considering the following factors when developing a calendar or schedule system.

1. The **form** the schedule takes should be based on the student's skills and abilities. Students may use a written schedule where they read the printed word for each activity. Students requiring a more concrete form may use pictures to represent activities such as a picture of someone eating lunch. Pictures may be **Mayer-Johnson Symbols**, tracings, exact drawings, action drawings, pictures of objects, or photographs of the student engaged in an activity moving from abstract to more concrete. For students who don't respond to pictures, tactile symbols may be used, or real objects such as a lunch container or spoon that the student uses for eating lunch can serve as representational objects.
2. The next considerations in developing the schedule involve the **display format** for the schedule:
3. The **Method for highlighting** the activity, and
4. A **strategy for indicating activity completion**. Students using a written schedule may use printed labels with times on a sheet of paper. To highlight the current activity, the student may circle the word for the activity. Upon completing that activity, the student may place an X on the activity name to indicate finished or completed.

For students using pictures or photographs, plastic sleeves such as those used in photo albums can be used to vertically order the schedule. Students can highlight the activity by taking the picture out to initiate the activity or, carrying it on a ring during the activity. Upon completion of the activity, the student replaces the picture and covers it with a flap such as a sticky note, to indicate that the activity is finished.

Students using objects may use a compartmentalized box or a shelf to display the schedule. To highlight the current activity, the student uncovers the compartment and takes out the tactile object and takes it with him/her during the activity; it can be used as part of the activity or attached to a ring. Upon completing the activity, the student returns the object to the compartment and replaces the cover (a lid or piece of fabric) indicating that the activity is finished.

The process for identifying the activity, highlighting the present activity, and indicating finished activities, provides the foundation for developing the concepts of time and predicting what comes next even for children perceived to have significant cognitive disabilities. Through this process of pairing the picture, symbol, or object with an activity, the student begins to associate the symbol with the activity. This pairing forms the basis for communicating about that activity.

To further enhance this process, students may develop their own written or pictorial schedules using computer technology. Academic Software has developed a computer program called Picture Icon X-Change that allows students to produce their own schedules in a variety of combinations including words, Mayer-Johnson Symbols, and other pictures. With the appropriate software, students operating a single switch could produce their own schedules using Apple II E and II gs.

When developing an Individualized Student Schedule for a Collection of Evidence, care should be taken to evidence a variety of student activities. Copies of daily individualized schedules should provide a good sample of student activities. For students using objects, the compartmentalized box will not fit into the Collection of Evidence; however, pictures or a videotape of the student using the schedule box as well as instructional program data may be effective ways to evidence this performance.

Kearns, J.F. (1994). Developing student schedules. KY Systems Change Project Newsletter. University of Kentucky Human Development Institute.

\*Edited to reflect procedural changes to the Virginia Alternate Assessment Program 2004.

## **APPENDIX C:**

# **DEVELOPING ENTRIES FOR ALTERNATE ASSESSMENTS: THREE METHODS**



# DEVELOPING ENTRIES FOR ALTERNATE ASSESSMENTS: THREE METHODS

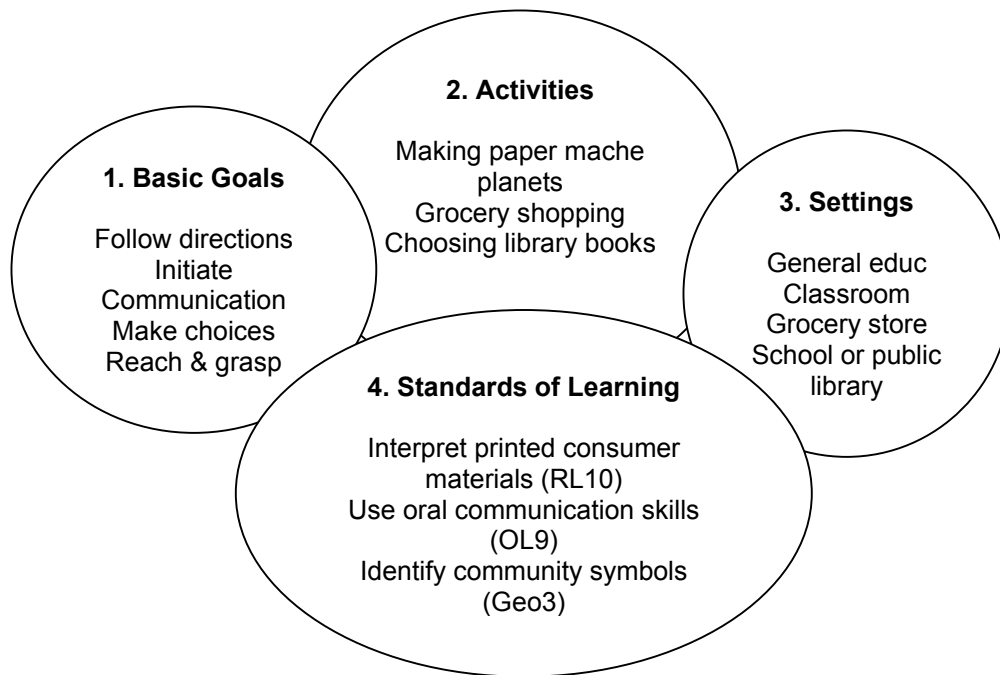
By: Jacqui Farmer Kearns, Ph. D.

## Method I

The evaluation of student learning should illuminate the instruction and supports. For students with significant disabilities, evaluation of learning produces some interesting challenges. Students with typical skills may develop writing or mathematics assessments directly from the instructional activities in the classroom. The quality of those entries however, depends to some extent on the appropriateness of the instructional prompt that students are given. This is also true in developing entries for alternate assessments. The extent to which students with disabilities are evidencing performance on their IEP goals should be considered as a primary objective. This does not mean that they should not participate. Quite the contrary, participating in well-designed curriculum with non-disabled peers presents some optimal learning opportunities for practicing the priority IEP goals as well as local curriculum based on Standards. The purpose of this section is to explore the planning process for developing Collection of Evidence entries based on the basic skills in the IEP that in turn illuminate the instructional and support characteristics necessary for these students to learn. To do this, a four-step circle design feature will be utilized as an organizer.



**STEP 1:** In the first inner circle, identify the basic skills that the student will be working on during the year. Examples of basic skills include: making choices, following instructions, initiating communication, directing and sustaining attention to an activity (Giangreco, et al. 1997). In addition, good teaching makes learning goals explicit for the learner. Students planning, as well as monitoring and evaluating performance on specifically targeted skills are an integral but often overlooked part of the instructional process.

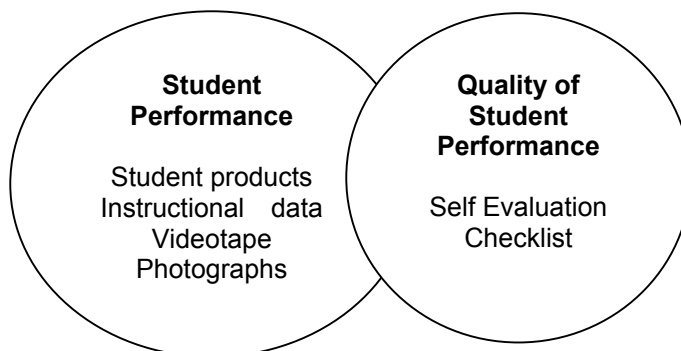


**STEP 2:** In the next circles (2 and 3), list the possible activities and settings where a particular skill could be practiced (e.g. reach & grasp): making paper mache' planets in the solar system unit, using manipulatives in math, eating lunch, grocery shopping, or selecting a book. The settings in this case would include: the regular classroom, cafeteria, grocery store, and/or school library. The final circle (4) reconciles the basic skills and learning activities with the general curriculum based on Standards.



**STEP 3:** The next circle (5) focuses on determining student supports. Natural supports are those in which students with and without disabilities share similar instructional activities even though their goals may be different. Cooperative learning groups provide optimal opportunities for these types of interactions. Not only do they provide access to the learning that is focused on the Standards but they also provide opportunities to practice basic social and communication skills. Adapted goals, materials, and technology are also important strategies that may be used to

enhance access to the Standards, as well as promote skill acquisition that leads to independence. Peer tutoring, while not a natural support, is also a strategy for supporting students in a variety of learning activities. Collection of Evidence entries may include evidence of the full range of supports that a student utilizes.



**STEP 4:** Identify the ways to capture student performance. Student products as well as systematic instructional program data can and should be included in EVERY entry. Pictures and videotape may also be used. When using these data capturing techniques, careful attention should be focused on what the student was to learn and how the picture or videotape evidences acquisition of skills. Pictures alone are generally insufficient to evidence student learning. Students should also be involved in determining the quality of their performance. This can be accomplished by using a checklist or rubric design.

**Method 1 Summary.** First determine the basic skills a student needs to learn. Then, consider all the activities and settings where those skills could be practiced. Reconcile the skills and activities with the Standards and determine the supports necessary for the student to perform. Finally, evidence the student's performance and determine how to involve him or her in determining the quality of the performance.

#### **Method II**

A second approach to designing Collection of Evidence entries follows similar guidelines. This approach starts with an ORGANIZER: a life issue, problem, or question. This organizer should be generated with the individual student. The organizers and essential questions need to be sufficiently broad so as to cover a variety of related activities.

**STEP 1: Determine the Essential Questions**

**Essential Questions** should follow these two indicators:

What do we want the students to remember?  
What should they be able to do once they have forgotten the details?

**Sample Questions for Vocational Entry Sample**

What jobs are right for me?  
What should I say in an interview?  
How to make an interesting resume?

**STEP 2: Identify Relevant IEP Goals and Align to Standards**

**Identify Relevant IEP Goals**

- Develop skills in five job clusters...
- Speak clearly so others can understand...
- Write personal information...
- Identify community resources...

**Identify Standards**

- Demonstrate skills and work habits for work
- Speaking
- Writing
- Use resource tools to find information they need
- Use strategies for choosing and preparing for a career
- Use a decision-making process to make informed decisions among options
- Demonstrate interviewing, writing resumes or completing applications for work

**STEP 3: Plan 5-7 activities that will assist the student to answer the questions.**

**Sample Instructional/Assessment Activities**

- Volunteer in five different community-based job placements
- Conduct library research about favorite jobs
- Interview employers in priority jobs
- Conduct an internet search for favorite jobs
- Visit and interview support agencies (i.e. vocational rehabilitation)
- Develop a resume
- Fill out applications
- Videotape job interview
- Rehearse greeting employers and appropriate interview techniques



**STEP 4:** Consider Support Needs and Settings

**Support Needs & Settings**

- Co-workers in five job cluster settings
- Child care
- Food Service
- Classmates (e.g. Home Economics Child Development Class)

**STEP 5:** Design Strategies for Documenting and Organizing Student Work

**Documenting Student Work**

- Student work samples (resume, videotape interview)
- Instructional program data
- Employer rating sheets
- Sorting and clustering

**STEP 6:** Design strategies that involve the student in evaluating the quality of the work.

**Strategies for involving students in determining work quality. Examples include:**

- Task Checklist for community work skills
- Worksheet for evaluating progress on IEP Goals
- I spoke clearly Yes No

**Summary Method II.** Method II presents a much broader instructional orientation to the design of Collection of Evidence entries. This method is congruent with instructional design strategies documented by Jorgensen (1998). While the example is more relevant to high school, the strategy could be adapted for other subject or topic areas at many different grade levels. Both entry development methods include the critical information pieces that are present in high quality Collection of Evidence entries.

(Dyer & Kearns (1997). TASKS: Teaching All Students in Kentucky Schools. University of Kentucky Human Development Institute.

### Method III : Authentic Products

**Step 1:** Determine the priority IEP skills as in Method 1. For example,

**Meredith**

Meredith loves the Backstreet Boys and hangs out with friends. She belongs to a Girl Scout troop and especially loves camping. Meredith has severe multiple disabilities including deaf/blindness.

Supports needed by Meredith include:

- Assistance in moving wheelchair from place to place
- Objects and materials placed in her visual field.
- High contrast materials
- Communication through an Intervener
- Big button switches

IEP Priorities

- Answering yes/no questions
- Initiate signs for activities
- Ask for assistance
- Assist with wheelchair transfers

**Step 2:** Review the Curriculum Frameworks for an Age-Appropriate Content area  
Determine an Appropriate content area.

**General Curriculum Area : 8<sup>th</sup> Grade Science**

- Weather
- Solar system
- Catastrophes
- Ecosystems
- Human body organ systems

**Step 3:** Determine products that typical students are producing.

- Monitoring the classroom weather station in a weather notebook.
- Comparing data collected with local forecast.
- Preparing a daily weather forecast for the school news.

**Step 4:** Determine appropriate opportunities to practice IEP skills.

**Step 5:** Determine what Meredith should learn about weather.

Concepts such as warm, cold, wet, dry. Selecting appropriate dress for weather conditions.
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**Step 6:** Determine assessment products

Weather notebook

Teacher data on IEP Skills

Photographs of tactile objects and clothing choices.



**APPENDIX D:**

**VIRGINIA ALTERNATE  
ASSESSMENT PROGRAM**

**QUESTIONS, COMMENTS, AND  
CLARIFICATION**



## **VIRGINIA ALTERNATE ASSESSMENT PROGRAM (VAAP)**

### **QUESTIONS, COMMENTS, AND CLARIFICATION**

This document was developed to provide clarification and guidance following meetings conducted with members of the VAAP Steering Committee and Department of Education Staff.

The Virginia Alternate Assessment Program continues to develop and evolve into a more defined instrument for evaluating the performance of individuals with disabilities in Virginia's classrooms. As a result of this evolution, the program questions, comments, and clarification section of this manual becomes crucial in understanding the current requirements and implementation procedures associated with administering the VAAP.

## **QUESTIONS AND ANSWERS**

### **VIRGINIA ALTERNATE ASSESSMENT PROGRAM (VAAP)**

#### **1. What are “impairments that prevent completion of curriculum based on the Standards of Learning (SOL)?”**

Guidelines for participation in the Alternate Assessment Program read:

The student demonstrates impairments that prevent completion of curriculum based on the Standards of Learning (SOL) even with program and testing accommodations.

The main purpose of the VAAP is to serve students with disabilities who are unable to participate in the SOL curriculum. All of the criteria for the VAAP establish participation in the program. IEP committee members must decide if the student’s impairment affects completion of curriculum based on the Standards of Learning (SOL) even with program and testing accommodations. Program and testing accommodations need to be considered carefully by committee members when applying this guideline. Committee members must remember that a student must qualify for all criteria in the participation guidelines to be a candidate for the Virginia Alternate Assessment Program.

According to the final regulations for No Child Left Behind (Federal Register, Vol.68. No. 236 from December 9, 2003), “the Secretary intended the term ‘students with the most significant cognitive disabilities’ to include that small number of students, who are (1) within one or more of the 13 existing categories of disability (e.g., autism, multiple disabilities, traumatic brain injury, etc.) and (2) whose cognitive impairments may prevent them from attaining grade-level standards, even with the very best instruction.”

#### **2. When do students submit a VAAP?**

Guidelines for participation in the Alternate Assessment Program reflect the same student grade level classifications as the SOL testing program. Students should be assessed at Grades 3, 5, 8, and 11.

Elementary I: 3<sup>rd</sup> Grade  
Elementary II: 5<sup>th</sup> Grade  
Middle School: 8<sup>th</sup> Grade  
High School: 11<sup>th</sup> Grade

All students, including those with disabilities, are assigned to a grade level. To be congruent with the SOL testing program, students will participate in VAAP at grades 3, 5, 8, and 11. By assessing VAAP students at these grade levels, the situation will be avoided where a student is eligible for VAAP at a grade level different from his or her peers.



- 3. If the student is taking SOL content on grade level and may or may not pass the SOL test, MUST he or she still take the SOL test?**

Yes.

The decision for a student to take a SOL test should not be based on whether or not the student can pass the SOL test. If the student has access to the information in the content area being assessed, he or she should take the test for that content area.

- 4. If I have four pictures of a student doing a task, are those four pictures considered four types of evidence?**

No, each content area must contain at least four different types of evidence in support of the established entry.

Multiple photographs count as one “type” of evidence, multiple data sheets count as one “type” of evidence, and so on. In the above example, the four photographs count as one type of evidence. The teacher must submit three to five different types of evidence to complete his/her entry. (At least one primary type of evidence is required, since photographs are considered secondary evidence.)

- 5. Is the VAAP meant to assess functional academic curriculum and adaptive life skills or SOL content?**

VAAP students will be pursuing goals and objectives based on individualized needs and not necessarily SOL academic content.

Students fitting the other guidelines of the Alternate Assessment should be taking the Alternate Assessment, AFTER the IEP team has considered participation in all and/or any SOL assessments. If appropriate for the VAAP, the student’s IEP goals would then be linked to the SOL academic areas of English, Mathematics, Science/Technology, and History/Social Science through a COE.

- 6. What about the student who is enrolled in the 8th grade and yet working on curriculum based on the 3rd or 4th grade SOL?**

The degree to which a student participates in the SOL curriculum is a decision of the IEP team. Similarly, the IEP team can decide if the student has been exposed to enough SOL material to participate in SOL testing.

- 7. What about the student who is only one grade level off content grade level?**

It is the IEP team’s responsibility to decide whether or not a student in this situation participates in the SOL testing program. Team members must decide if the student was presented with sufficient SOL content to take the SOL test or if the student meets the criteria enough to participate in the VAAP. It would appear that a student in eighth grade, working on grade 7 SOL content, is most likely an SOL candidate since he or she has the ability to learn close to grade-level material.

The decision for a student to take an SOL test should not be based on whether or not the student can pass the test. Even an eighth grade student learning grade 8 SOL content may have difficulty passing the grade 8 SOL test. The best approach is to explore a variety of instructional modifications to assist a borderline student in learning the grade level SOL. For students pursuing a Modified Standard Diploma, continued exposure to the SOL will better prepare the student to pass the grade 8 SOL assessments.

## **8. What happens to students who receive an alert on the VAAP?**

VAAP entries may be alerted for various reasons. A COE may receive an alert because the English content area entry is not linked to an English reading SOL. In this case, the scores from that student's English entry could not be counted in calculations of AYP for the English Reading scores for a school/division and/or state.

A COE may be alerted because of inappropriate actions, such as photographs or references to a student's toileting needs or program. It is inappropriate to include in evidence for any entries contained in the VAAP, evidence that relates to student toileting needs, personal hygiene, and other areas of personal care not normally instructed to non-disabled peers. A COE may be alerted for missing required components (Administrative Support Document, Parent Validation Letter, etc.). If the scorer believes the student's Collection of Evidence demonstrates ability beyond what would be expected of a VAAP participant at the grade level being assessed, the COE may receive an alert. It is the IEP team's responsibility to determine the appropriateness of the VAAP for a student.

An alert may be generated on a section or entire COE. Therefore, alerts may affect scoring and reporting of specific sections or the entire COE. Contact the Division of Assessment and Reporting at (804) 225-3026 for further information on alerts.

## **9. Should homebound and hospital bound students take the Alternate Assessment?**

Students in a homebound or hospital situation are expected to participate in state assessments. Simply having a student in a homebound or hospital based situation is not sufficient to expect poor performance on Standards of Learning assessments or on his or her Collection of Evidence. Although opportunities for interaction with non-disabled peers and learning in natural environments may be limited with these students, instructors still have options for providing the proper context for instruction and peer interaction.

The Alternate Assessment Program can serve as a positive means of examining this population of students and still provide a fair and honest accounting of the student's current educational performance. Participation for students in these situations involves consideration for the nature of service delivery and the challenges instructors face when working with these students.

- 10. I have a student who attends regular classes, but is only working on partial concepts of the SOL. He/She partially participates in the SOL with needed instructional concepts being guided by IEP goals and objectives. Which does he/she take?**

This depends on how the goals and objectives for the student are worded and included in instructional practice from the student's IEP. If the IEP team has the expectation that the student can participate in the general education setting for any percentage of instruction, the expectation should be for that student to take the SOL test for that course. If the IEP team is placing the student into the classroom for other reasons (socialization, normalization, etc.) than learning the course content, and providing the student with a different delivery model for instruction, he or she may be able take the VAAP upon meeting the other guidelines required for VAAP participation.

- 11. Why must the English content area entry be linked to a reading Standard of Learning? What if my student is working on oral communication skills?**

Federal regulations established under No Child Left Behind only examine performance in reading and mathematics for calculations of Adequate Yearly Progress (AYP). Therefore, in order for scores in the English content area entries to be included in calculations of AYP, the English entry must reference a reading Standard of Learning. If students are working on oral communication skills or other English skills, look for links to reading and responding that may fit into the reading area of English content.

- 12. What supporting documentation should be used to make a VAAP participation decision?**

It is recommended that IEP teams use any type of documentation to support the decision that the student either meets or does not meet the guidelines for participating in the Virginia Alternate Assessment Program. The list of suggestions of relevant documentation listed after each of the participation guidelines is NOT an exhaustive list.

- 13. The list of reasons that are not sufficient for decision-making is cumbersome for IEP teams. What is the purpose of the list?**

The following reasons alone are not sufficient for decision-making:

- a) Poor attendance;
- b) English as a second language;
- c) Social, cultural, and economic differences;
- d) Disruptive behavior;
- e) Student's reading level;
- f) Expectations of poor performance;
- g) Amount of time receiving special education services;
- h) Low achievement in general education;
- i) Categorical disabilities labels;
- j) Level of intelligence; or
- k) Place where the student receives services.

The purpose of the reasons listed is to serve as a reminder to IEP teams that these characteristics should not be used in isolation for decision-making. Although the reasons may be characteristics of the student's disability, it is important to use the five participation guidelines for consistent decision-making.

**14. If an IEP team determines the SOL tests are not appropriate for a student, must a student be considered for the alternate assessment? What happens if the IEP team determines the SOL tests are not appropriate and the student does not meet one of the VAAP guidelines for participation?**

Superintendent's Memo No. 2 (November 22, 2000) states, "students with disabilities must be included in either the SOL tests or the alternate assessment." When deciding on the appropriate assessment, IEP teams must first assume that every child will take the Standards of Learning tests either with or without standard or nonstandard accommodations. The comprehensive list of accommodations is found in "*Students with Disabilities: Guidelines for Participation in SOL Assessments*" on the Virginia Department of Education website: <http://www.pen.k12.va.us/VDOE/Assessment/SWDsol.html>.

If the IEP team decides that **none** of the SOL tests in the four content areas of (English, mathematics, history and science) are appropriate to assess a student's performance even with accommodations, then it must consider the alternate assessment. The IEP team must use the VAAP Guidelines for Participation to determine if a student meets all specific guidelines. If not, the IEP team must reconsider the student's participation in Standards of Learning tests at the appropriate grade level. (Refer to *Virginia Department of Education's Procedures for Participation of Students with Disabilities In the Assessment Component of Virginia's Accountability System* available online at: <http://www.pen.k12.va.us/VDOE/Assessment/SWDparticipation.pdf>).

**15. Why can't we just use disability categories?**

The Virginia Department of Education encourages IEP teams to use current and historical documentation to determine participation in the alternate assessment. The school psychologist may be an excellent source of expertise and knowledge of the student's ability and achievement and may be very helpful when determining participation criteria. The Virginia Department of Education reminds IEP teams to use all the participation guidelines for decision-making. A list of categories would limit the flexibility to make decisions based on an individual student's performance and educational needs.

**16. Can we include students with emotional disturbances in the alternate assessment because they have impairments that prevent completion of curriculum based on the Standards of Learning?**

Every child with disabilities must first be considered for the Standards of Learning assessment. If the IEP team determines that a student's performance would not be assessed appropriately using the SOL tests in English, mathematics, history, or science, either with or without accommodations, then the IEP team must consider including the student in the alternate assessment. If the IEP team determines that a student with emotional disturbances meets all five of the VAAP participation guidelines, then the student may be included in

the alternate assessment. (See Guidelines for Participation on page 11 of this manual.) However, proficiency on the alternate assessment cannot be used to earn a modified standard, standard, or advanced studies diploma.

**17. I thought every child must have access to the general curriculum based on the SOL. If so, does this mean on-grade level Standards of Learning?**

Having access to and reporting progress toward the general curriculum is a federal requirement found in the Individuals with Disabilities Education Act (IDEA) and No Child Left Behind Act (NCLB). The VAAP guideline states that the student's impairments prevent completing the general curriculum, not accessing and reporting progress toward the general curriculum. Every child must have access to and show progress toward the general curriculum based on the Standards of Learning. Students should be given the opportunity to learn on-grade level curriculum content to prepare for future learning. There are many options for accessing on-grade level content through program and material modifications and accommodations and through teaching access skills to students. Students in the alternate assessment may access the general curriculum to work toward goals that may be different from goals to master academic content established for age-appropriate peers without disabilities. The students may be accessing the general curriculum for the opportunity to learn in a variety of settings with social interactions, to demonstrate independence, and to learn in a functional context.

**18. Is “extensive direct instruction” defined as 50 percent or more of the time?**

The Virginia Department of Education does not have a set amount of time for this guideline in order to allow for individualized decision-making by the IEP team. The current and historical documentation will help an IEP team determine the definition of “extensive direct instruction” based on the student's past and present levels of performance, need for individualized instruction, and goals for independence.

**19. If a student takes non-core subjects with accommodations in a general education class, does this mean the student does not meet the Guidelines for Participation?**

A student may participate in the alternate assessment regardless of the educational placement, based on meeting participation criteria established for the program. It is the responsibility of the IEP team to review the student's instructional goals and services to establish the appropriate placement to reach stated goals.

**20. Define “intensive, frequent, and individualized.” Are these three distinct types of instruction?**

The Virginia Department of Education does not specify the amount of time for this guideline in order to allow for individualized decision-making by the IEP team. Current and historical documentation will help an IEP team determine the definition of “intensive, frequent, and individualized instruction” based on the student's past and present levels of performance, need for individualized instruction, and relevant goals for independence.

“Intensive, frequent, and individualized instruction” does not describe three distinct types of instruction, but the phrase refers to the need for concentrated instruction for students in the alternate assessment to acquire, maintain, and generalize life and/or functional academic skills.

- 21. This statement on the VAAP participation guidelines is very clear. However, there are still many questions about students who are not appropriately assessed using either the Standards of Learning Assessment or the Virginia Alternate Assessment Program.**

Virginia’s assessment system has many options for assessing a student’s performance; however, each option may affect the student’s opportunity to acquire a high school diploma.

When deciding on the appropriate assessment, IEP teams must first assume that every child will take the Standards of Learning tests either with or without standard or nonstandard accommodations. The comprehensive list of accommodations and procedures for determining the participation in Virginia’s accountability systems for students with disabilities are outlined in the *Virginia Department of Education’s Procedures for Participation of Students with Disabilities in the Assessment Component of Virginia’s Accountability System* available online at:

<http://www.pen.k12.va.us/VDOE/Assessment/SWDparticipation.pdf>.

- 22. Why must the IEP team sign the VAAP Guidelines for Participation page? This is part of the IEP discussion, and we are already signing the IEP.**

The decision to identify the appropriate assessment for a student’s performance is made by the IEP team. If the IEP team decides that the SOL tests are not appropriate to assess a student’s performance, then the VAAP participation guidelines must be used to determine the student’s participation in the alternate assessment. The school division may decide to include the VAAP Participation Guidelines in the IEP or to include the participation guidelines as part of the student’s educational records. Since the location of the participation guidelines form may be other than attached to the IEP, it is necessary to have signatures of those involved in the decision on the form for documentation.

- 23. A few students who meet the participation guidelines for alternate assessment may be considered medically fragile or have medical emergencies, and therefore cannot complete the Collection of Evidence. What should the teacher do if the student cannot complete a Collection of Evidence due to a medical emergency?**

The local school division director of testing should be contacted as soon as it is determined that the student will not be able to complete the Collection of Evidence. The division director of testing will contact the Virginia Department of Education Division of Assessment and Reporting for guidance on reporting these situations. The VAAP is considered appropriate to meet the assessment needs of students with significant medical issues and conditions.

**24. If a student participates in VAAP and scores a “Needs Improvement” on one or more components, must the student “retake” the component?**

If a student receives a “Needs Improvement” in a VAAP core content area and is classified or retained as a grade 3, 5, 8, or 11 student the following year, the student is required to submit a Collection of Evidence (COE) for the content area where he or she scored “Needs Improvement.” This policy is consistent with the SOL policy of retesting a student who has been retained and has failed one or more SOL tests.

A VAAP student who is promoted from grade 3, 5, or 8 to a non-tested grade does not have to resubmit a COE for components scored as “Needs Improvement.” This policy is consistent with the SOL assessment policy that states that students who fail a SOL grade level test and are promoted are not required to retake the tests they failed.

**25. Where have the Student Schedule, IEP at a Glance, Table of Contents, Introduction to the Reviewer, and the Student Resume gone? I thought these were required components.**

The components of a student schedule, IEP at a glance, table of contents, introduction to the reviewer, and student resume have been removed as required components for the Virginia Alternate Assessment Program. These items may still be included within a student’s COE, but should be listed as a type of evidence and should demonstrate the assessed entry IEP goal and linked SOL. In most cases, when developed by the student, these items will fall into the “work sample” type of evidence category. Teachers and students should consult the section on types of evidence.

**26. Where have the integrated standards of learning gone? I used to reference (link) my student’s standards of learning from this document.**

The integrated standards of learning were based on the 1995 Standards of Learning for the Commonwealth of Virginia. Since that time, new Standards of Learning have been adopted and are instructed across the Commonwealth. Students participating in the Virginia Alternate Assessment Program must demonstrate access and progress in these same Standards of Learning. Therefore, teachers should use the section on Integrating Standards of Learning as a reference or process for linking to newly adopted Standards of Learning. These standards are available online at:

**<http://www.pen.k12.va.us/VDOE/Superintendent/Sols/home.html>.**

Please use the current Virginia Standards or Learning for referencing linkage on Entry Cover Sheets.





## **APPENDIX E:**

# **WAYS TO COLLECT OBSERVATIONAL DATA**



## WAYS TO COLLECT OBSERVATIONAL DATA

Technique	Definition	Demonstration
<b>Event/ Frequency</b>	Counting each occurrence of behavior over a time period.	Demonstrate appropriate speaking behaviors: <i>Requests assistance.</i> (Count number of times within 1 hour.)
<b>Interval</b>	Recording presence or absence of behavior during a time interval.	Follow one- and two-step directions: <i>Attend and respond appropriately during large group setting.</i> (Record student's behavior for five-minute period.)
<b>Time Sampling</b>	Counting presence or absence of behavior at the end of a specified interval.	Follow one- and two-step directions: <i>Attend and respond appropriately during large group setting.</i> (Record student's behavior only at the end of every five-minute period for 20 minutes.)
<b>Duration</b>	Counting amount of time the behavior occurs.	Demonstrate appropriate listening behaviors: <i>Sit and attend independently while listening to recordings.</i> (Record number of minutes a student sits.)
<b>Latency</b>	Counting amount of time before the behavior occurs.	Follow one- and two-step directions: <i>Choose between two or more choices when asked.</i> (Record number of seconds prior to response.)
<b>Anecdotal</b>	A narrative of all behaviors exhibited during a specified time period.	Participate in class discussion, following rules for conversation: <i>Share ideas without putdowns to others.</i> (Describe/record student's responses during specific discussion.)
<b>Permanent Record (work sample)</b>	Written or recorded work of student performance.	Given an ordered set of three objects, indicate the ordered position of each item: <i>Order three pictures illustrating steps of an activity.</i> (Make copy of worksheet for the Collection of Evidence.)

## **PROTOCOLS FOR CONDUCTING VIDEOTAPE PROFILES**

### **RATIONALE**

Videotape profiles provide objective, clear, and accurate pictures of students' abilities and preferences by illustrating activities, routines, and strategies for instruction and support. Written records are limited by the personal interpretation of the reporter. Permanent videotape records provide an opportunity for independent thorough analysis of student performance by a number of people with different professional and personal perspectives. Videotape profiles can be made by any caregiver, including teachers, related service staff, or families. However, videotape is considered secondary evidence.

### **APPLICATIONS**

Videotape profiles have a variety of applications including assessment, data collection, and information sharing. They can also act as resumes as a student transitions to adult life. Three protocols are illustrated here. Since the content of the protocol relates directly to its purpose, professionals or parents should select the profile protocol that best meets the student's current needs. In many cases, all three of these profiles, as well as additional ones, may be helpful.

### **PREPARATION**

1. Gather suggestions from all significant parties—student, family, teachers, related service personnel, or human service agencies—when planning the goals and content of the videotape.
2. Secure parental permission for image reproduction using the local division's form to videotape or photograph. (This includes permission for any other individuals that may be on the videotape produced with the student submitting the COE.)
3. Make sure the environment is properly arranged, and all materials are gathered and in place before taping begins so the flow of the activity is continuous.
4. Ask someone else to operate the camera while you work with the student. Make sure this person is acquainted with the operation of the video equipment, and that the equipment is in good working order (e.g., batteries are charged, etc.) before taping begins.
5. The novelty of taping might disrupt the routine or distract the attention of the student resulting in an inaccurate record. For this reason, the camera and operator should be as unobtrusive as possible. It might also help if videotaping were done often enough so that the student did not find it to be a novel experience.

6. Professionals should obtain permission from the parent, guardian, or student before taping. If a student's peers are shown in the tape, receive permission for them as well. It would be a good idea to get written permission for each student to be taped on a yearly basis.
7. Let businesses and other community sites know why you are taping, and obtain permission from someone in authority at the site.

## **METHODS AND CONTENT**

1. The "Videotape Evaluation Script" should be used to plan and develop the profile. It should then be kept with the tape, to act as a record of the contents.
2. For ease in use, activities should be presented in a consistent manner from tape to tape, and within the sections outlined in the protocols. This may require some editing after the taping is completed. Basic editing can be done simply, using two VCRs. If editing is not possible, plan ahead so that there are enough days available to tape the skills in order and within natural routines.
3. The total time of the profile is important. If the tape is too long, others may be less likely to use it. Don't include any non-essential material such as set-up or overly repetitive actions. Twenty or thirty minutes of tape can convey a lot of information. Videotaped activities should not exceed 90 seconds per activity.
4. The content of the profile should be vignettes of the *student* doing activities, not segments of professionals or parents talking about the student. Commentary may be made in writing. All aspects of activities should be demonstrated by the student, rather than shown by a caregiver.
5. It may be helpful for the caregiver to make comments or explanations about the activities, strategies, and behaviors illustrated on the tape as they are being shown. However, this should not be done while working with the student during the actual taping if it would distract, upset, or undermine respect for the student, disrupt the routine, or in any way alter the student's performance of the activity. Any explanation that is a natural part of the activity may be done while taping. Otherwise, comments should be made as voice-overs during editing after taping is complete.

# PROTOCOL 1: STUDENT ASSESSMENT PROFILE

## *Information Gathering in Structured and Unstructured Settings*

### APPLICATIONS

1. For assessment, videotapes provide objective support but do not replace actually interacting with and observing the student.
2. Videotape provides a format for ongoing assessment by utilizing the same “script” at regular intervals (e.g., every four weeks).
3. Conducting ecological inventories and discrepancy analyses using videotape facilitates a team approach to assessment and decision-making. For example, related service staff, classroom staff, and parents can view the tape as a group and share perspectives unique to their training and experience. If it is not logistically possible for all staff to be present, absent members will still have an opportunity to observe the tape and base their input on a common frame of reference.
4. Videotape allows for a more extensive analysis of students’ performance by permitting the viewers to re-examine an activity for particular variables (i.e., number of times the student vocalized, point he/she began to participate in the activity, the distance he/she held the toy from his/her eyes, etc.).
5. Assessing students’ basic skills and behaviors across a variety of settings and circumstances allows staff to see if skills are more likely to occur in one context than another. If so, the staff can look for the influencing factors and use this information to facilitate skill generalization across all settings.

### METHODS AND CONTENT

1. Taping should be done when a professional begins working with a student, and periodically thereafter when additional information is needed for planning the student’s instructional goals. A new tape should be made after a student has a significant change in placement, lifestyle, or support needs.
2. Out of respect for a student’s modesty, certain aspects of dressing, toileting, and bathing require privacy and should not be videotaped.
3. Items which are selected for assessment videotapes will vary according to the information that is sought. Some activities which might be helpful to include are:
  - a. The student interacting with a familiar and an unfamiliar person:
    - Differentiation of appropriate social exchanges and roles, or
    - Levels of support needed for communication.
  - b. The student traveling from one place to another with a specific destination:
    - Orientation and mobility skills,
    - Goal-directed behavior, or
    - Level of distractibility.
  - c. Student performance on activities from each of the four domains (i.e., community, domestic, vocational, recreation/leisure which were prioritized through family, future site, or student preference inventories).
  - d. Demonstrate levels of competence and indicate the types of instructional adaptations that address the areas of communication, motor, cognition, vision, and hearing within priority activities.

- e. Chart regression and recoupment of skills.
- f. The student in unstructured down time:
  - Self-stimulatory behavior to include the areas of vision and hearing,
  - Type and amount of self-directed activity,
  - Length of time before student seeks interaction, or
  - Necessity for environmental adaptations.
- g. Student performance on commercially made assessments.

## VIDEOTAPE EVALUATION SCRIPT

Student: \_\_\_\_\_ Tape #: \_\_\_\_\_ Date: \_\_\_\_\_

Teacher: \_\_\_\_\_

Label the videotape with the above information. Keep a copy of this script with the tape.

Segment Number	Segment Length	People Involved	Activity (information to include: materials, setting, and basic routine)



Tape #: \_\_\_\_\_ Date: \_\_\_\_\_

Page: \_\_\_\_\_ of \_\_\_\_\_

Segment Number	Segment Length	People Involved	Activity (information to include: materials, setting, and basic routine)

## Works Cited

Wiley, David and Blaha, Robbie. "Protocols for Individual Videotape Profiles for Students With Deaf-Blindness/Multiple Disabilities." (Date: 1990)



## **APPENDIX F:**

# **SCORING RUBRIC AND GLOSSARY**



## VAAP CHECKLIST

- |  |  |   |
|--|--|---|
| <input type="checkbox"/> Administrative Support Documentation            | <input type="checkbox"/> ELA Entry Cover Sheet         | <input type="checkbox"/> History/SS Entry Cover Sheet         |
| <input type="checkbox"/> Assurance for Compiling Collections of Evidence | <input type="checkbox"/> 4-6 Types of Evidence         | <input type="checkbox"/> 4-6 Types of Evidence                |
| <input type="checkbox"/> Parent Validation Letter                        | <input type="checkbox"/> at least one primary type     | <input type="checkbox"/> at least one primary type            |
|  | <input type="checkbox"/> Mathematics Entry Cover Sheet | <input type="checkbox"/> Science/Technology Entry Cover Sheet |
|  | <input type="checkbox"/> 4-6 Types of Evidence         | <input type="checkbox"/> 4-6 Types of Evidence                |
|  | <input type="checkbox"/> at least one primary type     | <input type="checkbox"/> at least one primary type            |

SCORING RUBRIC			
Dimensions	3	2	1
<b>Linkage to Standards</b>	SOL(s) appropriate to the content area listed, and targeted IEP goals <u>and</u> tasks relate to the SOL.	SOL(s) appropriate to the content area listed, and <b>either</b> targeted IEP goals <b>or</b> tasks relate to the SOL.	No SOL(s) appropriate to the content area listed <b>or</b> SOL(s) appropriate to content area listed but <b>neither</b> targeted IEP goals <b>nor</b> tasks relate to the SOL.
<b>Student Performance</b>	There is considerable evidence of student performance of task(s) related to targeted IEP goal(s). Student performs tasks in a variety of settings and engages in social interactions with a diverse range of age-appropriate peers.	There is some evidence of student performance of task(s) related to targeted IEP goal(s). Student performs tasks in a limited variety of settings with opportunity for some interactions with peers.	There is little or no evidence of student performance of task(s) related to the targeted IEP goal(s). Student performs tasks primarily in one classroom with limited social interactions.
<b>Variety of Settings and Social Interactions</b>	Student uses age-appropriate materials to perform meaningful tasks in real-world context.	Student uses age-appropriate materials to perform some meaningful tasks that lead to real-world application.	Student performs tasks that are not meaningful or uses instructional materials that are not age-appropriate.
<b>Contexts</b>	Consistent use of appropriate supports as specified in Collection documentation.	Some use of appropriate supports as specified in Collection documentation.	Limited or no use of appropriate supports as specified in Collection documentation.
<b>Supports for Independence</b>			

## GLOSSARY

**Access skills:** embedded social, communication, and motor skills that are used to perform tasks in real-world context.

**Age appropriate:** activities, routines and materials selected; skills taught; and language used reflect the chronological age of the student rather than the developmental level.

**Appropriateness:** the degree to which the tasks given a student reflect meaningful, real-world activities.

**Entry:** the collection of documentation of a student's performance in a content area (includes Entry Cover Sheet, and primary and secondary types of evidence).

**Evidence:** products that document a student's performance (can be student work, data sheets, observations, audio/videotapes, etc.).

**Generalization:** the ability to transfer learned skills to other settings and to demonstrate those skills in other tasks and different settings.

**Integrated settings:** places (classrooms, shopping centers, cafeterias, etc.) where disabled and non-disabled students/people can interact or have opportunities for interaction.

**Interaction:** opportunities to establish meaningful friendships and collaborative working relationships with age-appropriate peers with and without disabilities.

**Meaningful:** activities that increase a student's ability to function in integrated environments and promote independence.

**Natural context:** an expected and accepted environment for a specific purpose or task.

**Peer:** an individual without an identified disability that is within a year or two in age of the targeted student. (Older students may have peers who are adult co-workers.)

**Performance:** a student's attempt to meet a targeted IEP goal or task.

**Primary type of evidence:** documentation of student performance by means of data sheet, chart/graphing, anecdotal record (including observation), work sample, and/or permanent product.

**Prompts:** instructions/stimuli to engage a student in a task; may be verbal, physical, model, or gestural.

**Secondary type of evidence:** documentation of student performance by means of audiotape, videotape, interview, or captioned photograph.

**Simulated context:** a representation of a particular environment.

**Supports:** the accommodations and adaptations provided during learning, such as hand-over-hand, assistive technology, one-on-one instruction.

**Task:** an activity that promotes achievement of an IEP goal.

**Variety of settings:** instructional environments outside of and in schools and communities where peers with and without disabilities have opportunities to interact.

**APPENDIX G:**

**SUGGESTED TIMELINES**

**FOR**

**COMPLETING A COLLECTION**

**OF EVIDENCE (COE)**





## Suggested Timeline for Completing a Collection of Evidence (COE)

Developed by Leslie Daniel and Diann Eaton

The following is a suggested timeline for teachers implementing a COE for the VAAP. The purpose of the timeline is to assist teachers in dividing activities into chronologically manageable sections. The majority of activities related to the COE should be completed within the context of daily instruction and should therefore **not** add to your daily work time. However, there are activities that may need to be completed outside of instructional time (for example, creating data sheets). Components have been broken down so that you are spending **no more than one hour/week outside of instructional time** preparing a COE.

The week of:	Suggested activities to be completed:
August 23	<input type="checkbox"/> Subscribe to the VAAP E-News. (See the <i>VAAP Implementation Manual</i> .) <input type="checkbox"/> If introductory information regarding VAAP is needed, access the online workshop through the VA DOE website. Start at: <a href="http://www.pen.k12.va.us/">http://www.pen.k12.va.us/</a> <ul style="list-style-type: none"> <li>○ Go to “DOE Offices” and</li> <li>○ Drag down to “Assessment.”</li> <li>○ Once there, choose “Alternate Assessment” and find the training.</li> <li>○ Or ask your director of special education for the training on CD.</li> </ul> <input type="checkbox"/> Check with your division’s special education director and/or director of testing regarding changes to VAAP - obtain updated pages for the manual.
August 30	<input type="checkbox"/> Create a data sheet per IEP goal. (See sample in the <i>VAAP Implementation Manual</i> .) <input type="checkbox"/> Begin to collect data. <input type="checkbox"/> Check with building administrator to determine if they have the VAAP Administrator’s Manual or any questions related to VAAP. <input type="checkbox"/> Mark your calendar with upcoming school division, T/TAC, and DOE sponsored training events for the school year.
September 6	<input type="checkbox"/> Identify IEP goals that will be evidenced in the COE. (Remember that ONLY 1 goal per content area is allowed.) <input type="checkbox"/> Identify appropriate SOL that correlates with IEP goals. <input type="checkbox"/> Draft these in pencil on the appropriate Entry Cover Sheet. (English, Mathematics, Science/Technology, Social Studies/Vocational)
September 13	<input type="checkbox"/> Explore opportunities for students to access settings outside of their primary classroom and to engage in activities with peers without disabilities. <input type="checkbox"/> Review student’s daily schedule to identify opportunities to engage in appropriate social interactions with a diverse range of age-appropriate peers.
September 20	<input type="checkbox"/> Identify how the student will access the general curriculum based on SOL. (See the <i>VAAP Implementation Manual</i> .)
September 27	<input type="checkbox"/> Start collecting work samples related to IEP goals and SOL evidenced for each content area. <input type="checkbox"/> Look for and join a network of others currently developing COE. (Contact your special education director if interested). Within this network meet regularly to share ideas and give each other constructive feedback.

The week of:	Suggested activities to be completed:
October 4	<input type="checkbox"/> Plan and schedule structured observations. <input type="checkbox"/> Utilize an observation form in order to collect specific information regarding the goal, task, interactions, settings and supports provided. (See the <i>VAAP Implementation Manual</i> .)
October 11	<input type="checkbox"/> Review data and work samples collected to date and determine if materials utilized are: <ul style="list-style-type: none"> <li>○ Functional,</li> <li>○ Age appropriate,</li> <li>○ Accessible (assistive technologies are being utilized), and</li> <li>○ Adapted and modified as needed.</li> </ul> <input type="checkbox"/> Plan corrections for non-functional, age inappropriate, or inaccessible learning opportunities as necessary.
October 18	<input type="checkbox"/> Implement corrections to instruction for non-functional, age inappropriate, or inaccessible activities as necessary.
October 25	<input type="checkbox"/> Write a brief description of where, with whom and what supports were used for each item of evidence and attach it to the evidence - or write it directly on the evidence (no need to type).
November 1	<input type="checkbox"/> Network with other teachers in your division or in nearby divisions to discuss your COE and provide each other with ideas and feedback.
November 8	<input type="checkbox"/> Examine the primary and secondary data and work samples collected thus far from English and Social Studies class assignments. <input type="checkbox"/> Along with your student, create charts and/or graphs to collate information from data sheets. <input type="checkbox"/> During instructional time work with the student to select exemplars of their work that address the identified IEP goals to be included in their COE.
November 15	<input type="checkbox"/> Examine the primary and secondary data and work samples collected thus far from Math and Science class assignments. <input type="checkbox"/> Along with your student, create charts and/or graphs to collate information from data sheets. <input type="checkbox"/> During instructional time work with the student to select exemplars of their work that address the identified IEP goals to be included in their COE.
November 22	<input type="checkbox"/> Enjoy your break ☺.
November 29	<input type="checkbox"/> Double check that instruction for all students is based on the general curriculum. <input type="checkbox"/> Make corrections to instruction as necessary so that the general curriculum is utilized.
December 6	<input type="checkbox"/> Explore opportunities for interactions with peers without disabilities with other teachers in your school building. <input type="checkbox"/> Plan meaningful lessons that support engagement and socialization with peers without disabilities.
December 13	<input type="checkbox"/> Analyze the environments in which the student has the opportunity to learn skills. <input type="checkbox"/> Plan for expanding environments in which skills are taught as needed.
December 20	<input type="checkbox"/> Enjoy your break ☺ or catch up as needed ☹.

<b>The week of:</b>	<b>Suggested activities to be completed:</b>
January 3	<input type="checkbox"/> Review English Entry Cover Sheet and evidence. Make sure there are NO blanks. <input type="checkbox"/> Place 4-6 types of evidence in the appropriate section of the binder (that the student has helped you select).
January 10	<input type="checkbox"/> Review Social Studies Entry Cover Sheet and evidence. Make sure there are NO blanks. <input type="checkbox"/> Place 4-6 types of evidence in the appropriate section of the binder (that the student has helped you select).
January 17	<input type="checkbox"/> Review Math Entry Cover Sheet and evidence. Make sure there are NO blanks. <input type="checkbox"/> Place 4-6 types of evidence in the appropriate section of the binder (that the student has helped you select).
January 24	<input type="checkbox"/> Review Science Entry Cover Sheet and evidence. Make sure there are NO blanks. <input type="checkbox"/> Place 4-6 types of evidence in the appropriate section of the binder (that the student has helped you select).
January 31	<input type="checkbox"/> Utilize the Self-Evaluation as a guide to discuss progress and get feedback with another teacher implementing VAAP. (See the <i>VAAP Implementation Manual</i> .)
February 7	<input type="checkbox"/> Make sure you have written a brief description of where, with whom and what supports were used for each piece of evidence and attach it to the evidence. <input type="checkbox"/> Double check that video and/or audiotape segments are SHORT (no longer than 1.5 minutes) and to the point. <input type="checkbox"/> Write script to accompany video and/or audiotape.
February 14	<input type="checkbox"/> Plan and implement instructional activities to address areas of weakness in the COE.
February 21	<input type="checkbox"/> Complete the Self-Evaluation and double check with the student that nothing is missing in their COE. <input type="checkbox"/> Share the COE with the student's parent(s) or guardian(s). <input type="checkbox"/> Obtain the parent's signature on the Parent Validation Letter. (See the <i>VAAP Implementation Manual</i> .)
March 1	<input type="checkbox"/> Review the COE with building administrator and complete the Administrator's Support Documentation Form. (See the <i>VAAP Implementation Manual</i> .) <input type="checkbox"/> Make any needed changes or additions to the COE.
March 10-28	<input type="checkbox"/> COE must be boxed and shipped to the scoring agency for the State.



## **APPENDIX H:**

# **COLLECTION OF EVIDENCE MATRIX**



## Directions for Using the Collection of Evidence Preparation Matrix

Developed by Angela Levorse\*

### IEP Goals

Identify goals from the student's IEP. Be sure that each IEP goal relates to a SOL content area and to the identified task you evidence. Be sure that the team does not identify too many goals for the IEP. Be sure that all the goals identified are considered priorities based on team input.

Also, ask yourself: "Is the goal measurable? Is the IEP goal functional and age appropriate? Can the student attain the goal within the designated time allotted?"

#### Support materials available:

- ✓ ***COACH (Choosing Outcomes and Accommodations for Children): A Guide to Educational Planning for Students with Disabilities, Second Edition.*** Michael Giangreco, Chigee Cloninger, and Virginia Iverson, Paul H. Brookes Publishing Co., 1998. Pg. 119-142.
- ✓ ***Individualized Education Program (IEP) Proficiencies For Program Completion.*** A collaborative document developed by: Karen Trump, DOE, Mary Jane Richardson, Chesterfield County Public Schools, Kathy Wittig, VCU T/TAC, Vicki Dowdy, Henrico County Public Schools and numerous other teachers in the Metro-Richmond region.
- ✓ ***Functional Curriculum.*** Paul Wehman and John Kregel PRO-ED, 1997.
- ✓ ***Instruction of Students with Severe Disabilities 4<sup>th</sup> ed.,*** Martha Snell, Merrill Pub., 1993.
- ✓ ***The Syracuse Community Referenced Curriculum Guide for Students with Moderate and Severe Disabilities.*** A. Ford, R. Schnorr, L. Meyer, L. Davern, J. Black, & P. Dempsey, Paul H. Brookes Publishing, 1989.
- ✓ ***Creating Collaborative IEPs.*** A handbook developed and distributed by The Virginia Institute for Developmental Disabilities (VIID), 1998. To order, please call 1-804-827-0197.

### Which Content Areas Are Appropriate Based on the Goal?

Identify which goal is a "best fit" for one of the four content areas. It may be appropriate to identify only one goal per content area because you must submit evidence for each goal identified. Be sure that the content area(s) chosen are related to the goal and task(s) you will evidence.

#### Support materials available:

- ✓ ***The Virginia Alternate Assessment Program Implementation Manual.*** Prepared by the Virginia Department of Education. For a copy of this manual, please see your special education program coordinator or administrator.

### During What Activities or Daily Routines Could this Skill Take Place?

Brainstorm opportunities during the current daily routine or existing activities where the skill may be exhibited or embedded. List potential opportunities that currently do not exist, and identify plans to provide the opportunity. Be sure the skills you are requiring mesh with the SOL(s) and IEP goals identified. Answering this question thoroughly will assist you in determining when and where it is appropriate to teach (embed) the skill and how you will take data.

#### Support materials available:

- ✓ ***COACH (Choosing Outcomes and Accommodations for Children): A Guide to Educational Planning for Students with Disabilities, Second Edition.*** Michael Giangreco, Chigee Cloninger, and Virginia Iverson, Paul H. Brookes Publishing Co., 1998, Pg. 159-166.
- ✓ ***Individualized Education Program (IEP) Proficiencies for Program Completion.*** A collaborative document developed by: Karen Trump, DOE, Mary Jane Richardson, Chesterfield County Public Schools, Kathy Wittig, VCU T/TAC, Vicki Dowdy, Henrico County Public Schools and numerous other teachers in the Metro-Richmond region.
- ✓ ***Community-Based Curriculum: Instructional Strategies for Students with Severe Handicaps, Second Edition.*** Mary A. Falvey, Paul H. Brookes, 1989.

\* Edited based on program and policy changes to the Virginia Alternate Assessment Program 2004.

### **What Age-Appropriate Materials Are Needed to Perform the Task? (Contexts)**

Identify and list the appropriate materials that the student will need during the task. Ask yourself, “Are these the same materials that a student without disabilities would use during the same activity?”

#### **Support materials available:**

- ✓ *Community-Based Curriculum: Instructional Strategies for Students with Severe Handicaps. Second Edition.* Mary A. Falvey, Paul H. Brookes, 1989.

### **What Settings Are Appropriate and Possible?**

Identify and list the settings where the skill/task can take place. What settings are appropriate for the tasks? Ask yourself, “Where do students without disabilities practice and exhibit this skill?”

#### **Support materials available:**

- ✓ *Functional Curriculum.* Paul Wehman and John Kregel PRO-ED, 1997.
- ✓ *Community-Based Curriculum: Instructional Strategies for Students with Severe Handicaps. Second Edition.* Mary A. Falvey, Paul H. Brookes, 1989.

### **What Social Interactions Are Appropriate and Possible?**

Identify and list all appropriate social interactions that are possible during this identified skill. How can you provide the opportunity to have access to social interactions during the learning of this skill? How do students without disabilities interact during this activity? How can you improve the current social interactions to ensure engagement with peers? How can you ensure access to peers who do not have disabilities while performing the identified skill?

#### **Support materials available:**

- ✓ *Community-Based Curriculum: Instructional Strategies for Students with Severe Handicaps. Second Edition.* Mary A. Falvey, Paul H. Brookes, 1989.
- ✓ *Social Skills for School and Community; Systematic Instruction for Children and Youth with Cognitive Delays.* By Laurence R. Sargent. Distributed by the Division on Mental Retardation and Developmental Disabilities of the Council for Exceptional Children (1998).
- ✓ *Social Stories: Making a Positive Impact on Behavior (Video and Handout).* Presenter, Mary Wildes. Available through any Training and Technical Assistance Center (T-TAC).

### **What Supports, Adaptations, and/or Assistive Technology could be Provided?**

Identify the prompting strategies that may be needed to learn and succeed in mastery of the identified skill. Would the student benefit from visual supports to master and/or participate in the skill? Has the team considered the concept of partial participation during the learning of this skill? How can the skill be adapted to ensure participation and/or mastery of the skill? What assistive technologies currently exist that will enhance the participation and/or mastery of the skill? Are there low-tech solutions that can be identified? What team members could assist in identifying the technologies available?

#### **Support materials available:**

- ✓ *Book of Possibilities: Activities Using Simple Technology 2<sup>nd</sup> Ed.* H. Canfield & P. Locke, Ablenet, Inc., 1998.
- ✓ *Designing and Using Assistive Technology.* D. Gray, L. Quatrano, M. Letterman, P. Brookes Pub., 1998.
- ✓ *Stages: Software Solutions for Special Needs* by Madalaine Pugliese, Assistive Technology Inc., 1999. A user-friendly manual to assist professionals and families in choosing appropriate software for children with special needs. To order see: [www.assistivetech.com](http://www.assistivetech.com).
- ✓ *Assessing Student's Needs for Assistive Technology: A Resource Manual for School District Teams.* By WATI (Wisconsin Assistive Technology Initiative), 1998. For more information see: [www.wati.org](http://www.wati.org).



### List Possible Sources and Plans for Primary Evidence

Identify and list at least one form of primary evidence. Keep in mind that primary evidence documents access and participation of the skill. Be sure the primary evidence clearly demonstrates that the student performed the task across multiple settings and across the school year. Although demonstration of mastery is not necessary, it is important that the teacher shows that the primary evidence provides enough information to the reviewer of the COE that the student has sufficient access to the activity that supports the skill. Access to the activity ensures that the teacher can make an appropriate decision regarding learning and mastery (data based decision-making). Primary evidence will also identify the levels of supports you provide to the student.

Have a clear and concise plan for collecting primary evidence that will include:

**What** (e.g., data sheet and permanent product)

**Who** (e.g., the paraprofessional will take data)

**When** (e.g., data should be taken during the times when the skill will most likely be exhibited)

**Where** (e.g., during PE, science with the general education class, and during his job in the school library)

#### Support materials available:

- ✓ ***The Virginia Alternate Assessment Program Implementation Manual.*** Prepared by the Virginia Department of Education. For a copy of this manual, please see your special education program coordinator or administrator.
- ✓ ***Primary Data Collection Recommendations for Collections of Evidence in the Virginia Alternate Assessment Program (video).*** Presenter, Nate Sparks from King and Queen County. Prepared by T-TAC ODU and Distributed by Virginia Department of Education. Available through any Training and Technical Assistance Center (T-TAC).

### List Possible Sources and Plans for Secondary Evidence

Identify and list all possible sources of secondary evidence. Keep in mind that secondary evidence documents access to appropriateness of the materials, settings, social interactions and engagement, supports, adaptations and assistive technology. Be aware that the reviewer will be conscious of what you have listed as a support on the Entry Cover Sheet for each content area and will be identifying those supports in your secondary evidence.

Have a clear and concise plan for collecting secondary evidence that includes:

**What** the evidence will be (e.g., a picture, a continuum of interviews with two peers and a video of the student exhibiting the skill in several activities throughout the school year).

**Who** will be responsible for the evidence (e.g., you will bring the digital camera on community outings each week).

**When** (e.g., data should be taken during the times when the skill will most likely be exhibited).

**Where** will the evidence be collected (e.g., in the regular classroom, on community outings, and during physical education class).

#### Support materials available:

- ✓ ***The Virginia Alternate Assessment Program Implementation Manual.*** Prepared by the Virginia Department of Education. For a copy of this manual, please see your special education program coordinator or administrator.

### Describe the Student's Current Form of Communication and How the Student's Skills can be Improved in order to Facilitate the Skills Required in the Goals

Provide a detailed description of the student's current form of communication system. If the student has no current formalized system, identify team members who can assist in identifying and implementing a communication system. The communication system should be reflective and correlate with the student's skill level. The use of the student's communication system should be apparent throughout each content area, especially if the teacher documents the communication system as a support on the cover sheet.

Brainstorm and describe how the student's current communication system will be improved. For example, can the student transition from object symbols to picture symbols? (For more information on communication systems, see the "Support materials available" list below).

**Support materials available:**

- ✓ ***Visual Strategies For Improving Communication: Practical Supports for School and Home.*** Linda Hodgdon, QuirkRoberts Publishing, 1999.
- ✓ ***Augmentative and Alternative Communication: Management of Severe Communication Disorders in Children and Adults, Second Edition.*** David Beukelman and Pat Mirenda, Paul H. Brookes Publishing Co., 1998.
- ✓ ***Building Communicative Competence with Individuals Who Use Augmentative Communication.*** By Janice Light and Cathy Binger, Paul H. Brookes Publishing Co., 1998.
- ✓ ***Innovations: Recognizing Choices in Community Settings by People with Significant Disabilities.*** By Belfiore and Wanda Toro-Zambrana. Distributed by American Association on Mental Retardation, 1994.
- ✓ ***Communication Overlays for Engineering Training Environments.*** By Pamela S. Elder and Carol Goossens', 1996.
- ✓ ***Boardmaker.*** This program is a picture index containing 3,000 picture communication symbols designed for making communication boards and displays. One is able to copy pictures into other programs and documents and also can be used in full color or black and white.
- ✓ ***Writing with Symbols 2000.*** This program is a powerful talking and word processing program with over 8,000 pictures. When a word is typed, a symbol appears above it on the screen. The symbols used are Mayer-Johnson Picture Communication Symbols. For More information see: Mayer-Johnson Co. P. O. Box 1579 Solana Beach, CA 92075-7579 USA Tel: (800) 588-4548. Website: [www.mayer-johnson.com](http://www.mayer-johnson.com).

**Describe the Student's Current Daily Schedule and How the Student's Use of the Schedule can be Improved**

Describe in detail the student's current schedule. Identify how the student uses the schedule to improve his/her level of literacy, communication, independence, and math skills. List opportunities to expand the use of the schedule to increase the student's independence level during identified activities.

**Support materials available:**

- ✓ ***What Does It Mean to Me?*** By Catherine Faherty, Future Horizons, Inc., 2000. This very user-friendly text was developed by the TEACCH personnel (UNC: Chapel Hill) and provides numerous samples of schedules used by students with autism.
- ✓ <http://www.DotoLearn.com>. This site provides pictures and schedules that teachers can download (free).
- ✓ ***Visual Strategies For Improving Communication: Practical Supports for School and Home.*** Linda Hodgdon, QuirkRoberts Publishing, 1999.
- ✓ ***Activity Schedules for Children with Autism: Teaching Independent Behavior.*** By Lynn McClannahan and Patricia Krantz. A manual that provides easy directions and examples of student schedules. Good for all students. Woodbine House, 1999. For more information see: [www.woodbinehouse.com](http://www.woodbinehouse.com).
- ✓ ***Tangible Symbol Systems.*** A video designed to instruct professionals in using object symbols with students with severe disabilities. By Communication Skill Builders (602) 323-7500.
- ✓ ***Engineering the Classroom Environment for Augmentative and Alternative Communication.*** A video and manual designed to assist professionals in developing a classroom environment that encourages communication. Presenter; Mary Wildes. Available through any Training and Technical Assistance Center (T-TAC).

## COLLECTION OF EVIDENCE PREPARATION MATRIX

IEP Goals	Which content areas are appropriate based on goal? List related SOL.	During what activities or daily routines could this skill take place?	What age-appropriate materials are needed to perform the task? (Contexts)	What settings are appropriate and possible?	What social interactions are appropriate and possible?	What supports, adaptations, assistive technology could be provided?	List possible sources and plans for primary evidence.	List possible sources and plans for secondary evidence.
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	<i>English Math Science History/Social Sciences</i>						<i>Who What When Where</i>	<i>Who What When Where</i>
	<i>English Math Science History/Social Sciences</i>						<i>Who What When Where</i>	<i>Who What When Where</i>
	<i>English Math Science History/Social Sciences</i>						<i>Who What When Where</i>	<i>Who What When Where</i>
	<i>English Math Science History/Social Sciences</i>						<i>Who What When Where</i>	<i>Who What When Where</i>

Describe the student's form of communication. <hr/> <hr/> <hr/>	Describe the student's current daily schedule. <hr/> <hr/> <hr/>
How can the student's communication skills be improved? <hr/> <hr/> <hr/>	How could the student's use of the schedule be improved? <hr/> <hr/> <hr/>



## **APPENDIX I:**

# **AGE-APPROPRIATE ACTIVITIES, MATERIALS, AND INSTRUCTION FOR STUDENTS WITH DISABILITIES**



# **AGE-APPROPRIATE ACTIVITIES, MATERIALS, AND INSTRUCTION FOR STUDENTS WITH DISABILITIES**

By Maria Beck and Katherine Wittig

## **Introduction**

Age appropriateness is a best practice for students with disabilities and has implications for what we teach, how we teach, and the materials we use to provide instruction. Age appropriate refers to the student's chronological age, rather than perceived developmental or mental age. Programming that respects the student's chronological age provides opportunities for participation in activities and interactions in which typical, same-age peers participate. Age appropriateness as a best practice overlaps with other important concepts such as functionality and partial participation. When services are developed based on these best practices, students with significant learning challenges are better prepared to participate in meaningful activities in a variety of environments including the school and community. Additionally, social interactions improve because the student is more likely to be perceived as a peer who has strengths and abilities.

The following is a list of questions that team members can use as a guide in making determinations about whether instruction and programming are provided in a way that honors the student's chronological age.

### **1. Is this an activity in which other students the same age who do not have an identified disability would participate?**

For example, learning to put pegs in a pegboard would NOT be an activity that most 16-year-olds would be engaged in. Therefore, it would NOT be an activity that a 16-year-old with a disability would be taught to complete. However, the reach and grasp skills involved in obtaining a desired drink from a selection of two or three options might be very age appropriate and functional for a teenager.

### **2. Are the materials that surround the student indicative of his/her chronological age?**

For example, while students may continue to experience problems with drooling, bibs are ONLY appropriate for very young children. Beyond preschool age, other materials such as a bandana would serve the same purpose. Having materials, including clothing, bulletin board decorations, and instructional materials that are NOT respectful of the student's chronological age only serve to maximize the differences between students with disabilities and their non-disabled peers.

### **3. Do adults and peers interact/communicate with the student in a manner that is age appropriate?**

While communication instruction must be individualized, it is important to remember that our tone of voice, our vocabulary, and our body language must match the student's age. "Baby talk" to anyone other than a baby is disrespectful and decreases everyone's expectations of the individual in social situations. Remember that other adults and peers will

model the way that we interact with the individual. As team members, we are responsible for setting the tone for how to interact successfully.

## **Examples and “Non-Examples” of Age-Appropriate Activities, Materials, and Instruction for Elementary Age Students**

### **Example #1**

Jenny is eight years old and participates in a number of activities with her third-grade classroom, including lunch. During lunch in the school cafeteria, Jenny sits with peers and is provided assistance by the teaching assistant as outlined in team meetings with input from both the physical and occupational therapists. Particular consideration was given to making sure that the adaptations and adult assistance provided to Jenny are as normalized and natural as possible. Jenny partially participates in all aspects of the meal including using her utensils, wiping her mouth with a napkin, putting her tray away, and getting in line with her friends. Jenny is encouraged to ask for assistance from peers for routine activities such as opening her milk carton. The adult involved with Jenny during the meal recognizes the importance of this time for social interactions and facilitates those interactions between Jenny and her peers by encouraging the use of a range of communication strategies including vocalizations, natural gestures, and pictures.

### **“Non-Example” #1**

During lunch with third-grade peers, Jenny sits at the end of the cafeteria table between two teaching assistants who provide complete hand-over-hand assistance. Because Jenny has motor challenges she uses materials, including a sip cup and a Barney bib that are more indicative of her perceived developmental age. Jenny is fairly passive during these meals with the adults making the decisions about what she eats and how much. When peers interact with Jenny, one of the adults typically answers the question or “interprets” for Jenny. Jenny usually stays in the cafeteria for a longer period of time than her peers. This is often a time when the teaching assistants take an opportunity to catch-up on the day’s news. When Jenny is finished with lunch, the adults clean her face and put her tray away. Jenny then returns to the special education classroom to work on self-care skills.

The second scenario is a “non-example” because of the use of materials (the bib and cup) that are not age appropriate and the lack of active involvement on the part of the student. Social interactions are also discouraged with the adults serving as a “barrier” between Jenny and her friends in third grade. Other students in third grade do not experience this kind of intrusive support.



## **Example #2**

John is 10 years old and has membership in a fifth-grade classroom in his neighborhood school. Team members, including his parents, general education teacher, special education teacher, and therapists, work closely to ensure that opportunities to work on important IEP goals are woven into various activities across the school day. Because John has no formal/symbolic communication system, team members systematically gather informal observation data to look at the ways that John communicates (body movements, vocalizations, eye gaze, reaching, etc.) and to “interpret” the meaning of those behaviors in various contexts. While acknowledging those current skills, the team has targeted some new skills that will allow John to be better understood by a range of peers and adults. For example, John is being taught to use a switch to tell a peer what he wants to write in his journal each day during language arts. After the journal entry is completed, John works with his partner to make decisions about the picture that will accompany the message.

John is also being taught to use a switch device to make choices during other activities. These choices include who he would like to work with, which activity they will complete together, and the materials that will be used. Team members have noted a significant improvement in John’s cooperation level when he is actively involved in tasks. Instruction for using the switch is provided consistently and data collected to determine if progress is being made. All team members have input into identifying communication priorities.

## **“Non-Example” # 2**

John is 10 years old and receives services in a special education classroom for the majority of his school day. John’s team has spent considerable amounts of time assessing his developmental level and has targeted a number of goals geared at increasing his cognitive and motor skills. The team feels that these skills are essential prerequisites to the development of important communication skills, such as the use of pictures. Staff members provide instruction during blocks of time each day and carefully record John’s progress and the level of support required to complete each trial. The activities include following 1-step directions, such as “point to the picture,” “pick up the picture,” as well as exercises to increase his fine motor skills, including picking up blocks and putting them in a can. Activities similar to these have been part of John’s IEP for a number of years. At this point, he continues to have no reliable system for communicating wants/needs or seeking social interactions. Staff has noted a significant decrease in John’s willingness to complete this work. At least 2-3 times per day, John responds to these instructional prompts by throwing the materials onto the floor and protesting loudly with vocalizations. Staff are concerned that if these behaviors continue they will interfere with the sequence of skill development required in order for John to “be ready” to learn to communicate with others.

The second scenario is a “non-example” because of the emphasis on developmental skills that are “prerequisites” to instruction. John’s skill acquisition rate is such that he may never finish the sequence and “be ready” for formal communication instruction. The tasks that are presented are not age appropriate and are not functional for John. John’s challenging behavior is quite possibly an indication that he sees no relevance to these tasks that he has been required to do for a number of years.

### **Example #3**

Sarah is in third grade and participates in tasks across the morning with her peers. She has a desk that allows her to have close proximity to the teacher. Sarah has access to all the same materials that her peers have including textbooks. Sarah's team has decided that they would like Sarah to begin to respond to group directions. The classroom teaching assistant, while available to Sarah if need be, rotates around the room, working with numerous students. Sarah is encouraged by peers and the teacher to raise her hand if she needs assistance. Activities are adapted to allow Sarah to participate at a level that is appropriate. Whenever possible, Sarah participates as a member of a cooperative group and is assigned a role that will allow her to be successful. Frequently, Sarah opts to draw a picture or dictate to a peer, rather than responding in writing. Team members agree in advance what the key concepts are that they want Sarah to learn as a result of participating.

During free time, Sarah is offered a number of choices of activities that are appropriate for her age including listening to music, having a book read to her, or just hanging out with friends. The physical education teacher and physical therapist have worked with her peers to brainstorm ways that Sarah can be involved in activities on the playground.

Peers and adults speak to Sarah the way they would any other third grader. Peers have been given specific guidance in ways to offer Sarah choices across the school day.

### **“Non-Example” #3**

Sarah is in third grade and attends her neighborhood school. While she has membership with peers in a general education classroom, she also receives special education instruction in a “resource” classroom for a couple of hours each day. While in the general education classroom, Sarah interacts primarily with the teaching assistant who works with her one-to-one at a table in the back of the classroom. While her classmates are working on academic tasks, Sarah is engaged in pegboard activities, stacking blocks, identifying objects by pointing, and coloring. These materials are kept in a special box in the back of the classroom. Sarah does not typically interact with peers and is discouraged from touching their materials. Sarah has some favorite toys, mostly Fisher-Price manipulatives that she is offered as leisure time activities. The adults who interact with Sarah speak to her in a singsong type of voice, which the children in the classroom have begun to model. They seem to think of Sarah as a much younger sibling who needs to be taken care of during the day.

This scenario is a “non-example” because while Sarah is physically in a classroom with peers, she is socially isolated from her peers and interacts with them very little across the day. It is quite likely that Sarah is not perceived as a “member” of the classroom but rather as a “visitor” who works on totally separate tasks with materials quite different than what is typical of other third graders. Sarah is not given the opportunity to work with age-appropriate materials or tasks and is treated by everyone, peers and adults, as a much younger child.

## **Examples and “Non-Examples” of Age-Appropriate Activities, Materials, and Instruction for Secondary-Level Students**

### **Example #1**

Andrew is 17 years old and attends a suburban high school as an eleventh-grade student. His IEP transition team works closely together to ensure a successful transition to adult life for Andrew. His IEP case manager structures Andrew’s schedule with him to ensure consistency, which is a concern for him and his parents. Andrew uses a picture and word exchange communication system at work, in school, and in the community. He has recently been introduced to a palm-held computerized communication system but uses it only at school at this point.

He participates with typical peers in his Education for Employment (EFE) technical education class. When on-campus, Andrew eats lunch with peers in the school cafeteria and also participates in a keyboarding class. He is developing basic skills with computers for work and leisure activities. Andrew works part-time (two hours daily) in a restaurant as part of his EFE class coursework. While on the job site, Andrew works alongside young adults without disabilities. His primary work tasks include doing food preparation activities such as chopping and organizing vegetables and fruits for the salad bar. When Andrew participated in a comprehensive vocational evaluation, his strongest interests were in numbers and food preparation.

Andrew is being taught to use a hand-held computerized inventory device to monitor produce supplies. An employment specialist works with Andrew on the job site to assist with skills acquisition with and without assistive technology.

### **“Non-Example” #1**

Andrew attends self-contained classes in his suburban middle school. At 17, he is one of the tallest pupils in the school. Andrew always has a teacher assistant with him. His IEP team is concerned that he will “act up” if an adult is not with him. He has to stay in a classroom during class changes, eats his lunch in the classroom, and has little to no contact with typical peers.

Andrew has no formal communication system. He was introduced to a picture exchange system in elementary school but the pictures are now torn, display juvenile activities, and have no relevance to his current activities as a 17-year-old.

Andrew’s job development activities consist of stapling worksheets together for special education teachers every Thursday and Friday afternoon.

The second scenario is a “non-example” because of the inappropriate placement (a 17-year-old student belongs with age-appropriate peers), social isolation, and lack of meaningful communication and transition-related activities. A one-to-one assistant deprives this student of meaningful interactions with peers and other adults. Other 17-year-old students do not experience this type of restrictive setting.

## **Example #2**

Jessie is an 18-year-old student who attends a rural high school. She is in the custody of a supportive aunt who works closely with Jessie's classroom teacher. Jessie was recently referred to her local Community Services Board and to the Department of Rehabilitative Services for assistance with services after high school. Jessie uses sign language to communicate and uses her power wheelchair independently for mobility.

She has recently participated in person-centered planning classes that culminated in the development of a poster depicting her transition dreams. Jessie's friends and peers from her high school general and special education classes, church, and her part-time employment-training site attended the planning session. Jessie selected and then purchased a menu of salty and sweet finger foods along with her favorite soft drinks, which were served by her friends at the session. She developed invitations on her classroom computer with some assistance from her teacher.

Jessie works part-time in a local hospital delivering linens to supply closets on the pediatric and obstetrical units. An Eagle Scout candidate from her church designed and developed a flexible jig to hold 2 laundry bags in back of her chair. Jessie and her job coach worked closely with the hospital team and the Eagle Scout to create the device. Jessie's work rate has risen by 25%, and her concurrent enthusiasm has increased as well.

## **“Non-Example” #2**

Jessie receives special education services in a self-contained classroom at a rural high school. Her speech therapist works with her for 30 minutes twice per week in her office reviewing sign language. The classroom teacher does not sign; instead she waits for Jessie to point to desired items or to make noises. While there is another signing student at school, the principal has told the special education teacher that this student is college-bound and therefore cannot work with special education students.

A physical therapist comes into the classroom every other day to provide positioning activities for students in the classroom. Jessie's aunt has developed arthritic knees and can no longer push Jessie's wheelchair. She is almost 70 years old and worries about Jessie's future.

Jessie participates in her classroom with middle and high school age-level students with varying cognitive and physical challenges. Their classroom is at the end of a hallway near the cafeteria, behind the gym. According to the special education teacher, there are no opportunities to interact with age-appropriate peers.

The second case study is a “non-example” because of the lack of interaction opportunities for the student. Jessie practices skills in isolation, in a classroom at the end of a hall, or in an office. Jessie's functional skills may increase given opportunities to interact with school, community, and employment peers.

## **APPENDIX J:**

# **SELF EVALUATION**



## SELF EVALUATION

COE scores are based on the performance dimensions. (These are found in complete detail in Section 3 of the Implementation Manual.) The COE is assessed using the scoring rubric. As you complete a COE, you may want to step back and evaluate what you and your student have collected thus far. You can do that by objectively scoring your COE against the rubric. This self-evaluation might facilitate your objective critique of your COE.

First, make sure you have chosen measurable, functional, age-appropriate IEP annual goals for each content area (not objectives/benchmarks). Next, examine the 4-6 types of evidence in each of your entry areas (English/Language Arts, mathematics, science/technology, and history/social sciences) against the performance dimensions listed below. Answer each question on a scale of no evidence, maybe needs more evidence, or seems like enough evidence.

**1. *Is there evidence included in the COE that shows that the Standards of Learning have been integrated into instruction regarding this goal?***

As you see on the rubric, to get the highest score of 3:

- ☐ **The SOL selected must be appropriate to the content area listed.** Therefore, if you circle math on the Entry Cover Sheet, make sure you've chosen a mathematics SOL; likewise, if you circled English, choose an SOL from the English area, and so forth.
- ☐ **The targeted IEP goals must relate to the selected SOL.** If the IEP goal for your English entry is related to reading comprehension, choose an SOL that is related to reading comprehension from the English SOL. For the same IEP goal, if you choose an SOL that is in the English area which references decoding words rather than reading comprehension, then the linkage to the targeted IEP goal may not be obvious to the scorer.
- ☐ **The evidence you've included must relate to the SOL.** If you've chosen to evidence a reading comprehension goal, and have chosen an appropriate reading comprehension SOL, but all of the evidence you've included appears to be the student writing, with little or no mention of reading comprehension, the score will not be as high.

**2. *Is there evidence included in the COE that shows the student's performance on the measurable annual goal?***

According to the rubric to obtain the highest score of 3, there is considerable evidence of student performance of task(s) related to targeted IEP goal(s).

- ☐ Is there evidence that the goal has been addressed multiple times across the year? Hint: One way this can be accomplished is by including data sheets with the number of opportunities for instruction and practice noted as one type of evidence.
- ☐ Only one measurable annual goal need be noted.

**3. *Is there evidence included in the COE that shows instruction in a variety of settings and with a variety of social interactions?***

For the highest score in this area, your evidence (and remember, your Entry Cover Sheet is not evidence) must show that the student:

- ❑ **Performs tasks in a variety of settings.** The tasks that are evidenced must relate to the targeted IEP goal. The scorers determine that the “classroom” is one setting. To award a score of 3, the first thing the scorers are looking for is evidence that the IEP goal is addressed/performed in other locations in addition to the classroom. For example, the student might address the goal in the resource room, general education classroom, cafeteria, and in the gym. There must be evidence of performance in all those locations. Hint: You can accomplish this by noting on your data sheet for that goal where the task was performed.
- ❑ **Engages in social interactions with a diverse range of age-appropriate peers.** The key word here is “engages.” Will the scorer see that the child is actively and authentically involved with peers without disabilities? If this is not obvious from at least some of the evidence for the entry, then the entry will not receive a score of 3.

**4. *Is there evidence included in the COE that shows appropriate contexts for teaching functional life skills in natural situations using age-appropriate activities and materials?***

To obtain a score of 3 on the rubric the student must:

- ❑ **Use age-appropriate materials.** Remember that materials are age appropriate if a same-aged peer without a disability would use the item/instructional material, or something very similar. For example, high school students might use a switch to activate a tape player – any high school student could listen to country, rock, rap, or gospel music – few high school students would listen to *The Best of Seemore Street* or other similar preschool music. Tip: References to diapers on a visual schedule should not be used. Nor should anyone over the age of 3 or 4 be seen wearing a bib. If drooling is an issue, use scarves or bandanas and change them frequently.
- ❑ **Perform meaningful tasks.** Tasks are meaningful if someone without a disability would also do them. For example, stuffing envelopes for the school secretary is a meaningful task; putting folded paper in an envelope, which is later removed by a teacher so it can be used again, is not meaningful. Sorting real coins so they can be rolled and turned into the bank is meaningful; sorting plastic or paper money is not.
- ❑ **Perform the task in a real-world context** such as using money at a grocery store, in the soda machine, etc. A simulated grocery store in the classroom is not a real-world context. The age of the student makes a difference in how an entry is scored, particularly in the area of context. An entry for an 8-year-old with an IEP goal of coin identification, supported by evidence that includes coin identification worksheets, may score well in Contexts because worksheets may be age appropriate for other 8-year-olds. However, an entry from a 20-year-old student with the same coin identification worksheets may not score as well since worksheets are not functional with real-life practice for someone



getting ready to graduate. For the 20-year-old student, use of actual coins in real-life settings would gain a better score.

Additionally, remember that self-care goals (e.g., toileting) are not appropriate for a COE (though they may be appropriate for an IEP).

**5. *Is there evidence included in the COE that shows the student's increased independence?***

The rubric specifies that there must be evidence of consistent use of appropriate supports as specified on the Entry Cover Sheet to earn a score of 3.

- ☐ **Include a copy of things listed as supports.** For example, if you indicate the student uses a picture grocery shopping list, then make sure you put a copy of the picture shopping list as evidence.
- ☐ **List only those supports that were actually used to develop the types of evidence for that content area.** Make sure that the supports are evident to the scorer—verbal, physical or gestural prompts might be referenced on a data sheet; use of assistive technology could be seen in a photograph and highlighted in the caption, etc. Don't simply copy over all of the supports from the IEP that the student needs generally—unless the student needed them all for the evidence that you are submitting.
- ☐ **If you name a particular assistive technology make note of what it is.** For example, on the Entry Cover Sheet you note that the student uses an augmentative communication device as a support for independence. In your evidence make sure you note that "Helen" is using a DynaVox augmentative communication device to answer questions, rather than just saying Helen is using her DynaVox to answer questions about magnets. Don't assume the scorers will know that a DynaVox is an augmentative communication device.

Finally, if you answered "no evidence" or "maybe needs more evidence" regarding any of these questions, you and the student may want to readdress that entry. Determine if alternative evidence or additional teaching activities, data sheets, community access, etc. might further support what you are trying to show in that area of the COE. You might want to use the self-evaluation at different times during the school year to check your progress. Additionally, you might use it to have a conversation with the building administrator about how the COE is progressing and what supports the "program" needs in order to provide the type of instruction that promotes good Collections of Evidence, such as access to community-based instruction, opportunities to collaborate with general education partners, etc.



## **APPENDIX K:**

# **FORMS**



**GUIDELINES for PARTICIPATION  
VIRGINIA ALTERNATE ASSESSMENT PROGRAM (VAAP)**

Student Name \_\_\_\_\_ Date of Birth \_\_\_\_\_

School/Division \_\_\_\_\_ Date \_\_\_\_\_

A completed alternate assessment shall be submitted for students participating in the Virginia Alternate Assessment Program (VAAP) at the elementary, middle school, and high school levels. Alternate assessments shall be completed as follows:

**Elementary I     3<sup>rd</sup> Grade**

**Elementary II    5<sup>th</sup> Grade**

**Middle School    8<sup>th</sup> Grade**

**High School       11<sup>th</sup> Grade**

**Directions**

The IEP team determines participation in the alternate assessment. Team members must consider current and historical documentation (to be noted on page 2 of this form). Documentation may include, but is not limited to, evaluation data, school records, parent/teacher observations, anecdotal notes, previous IEPs, etc. The following reasons alone are not sufficient for decision-making:

- Poor attendance;
- English as a Second Language;
- Social, cultural, and economic differences;
- Disruptive behavior;
- Student's reading level;
- Expectations of poor performance;
- Amount of time receiving special education services;
- Low achievement in general education;
- Categorical disabilities labels;
- Level of intelligence; or
- Place where the student receives services.

The IEP Team has the responsibility to determine and document that the student meets **ALL** of the following criteria by circling "yes" for each of the statements. If team members determine that the student **DOES NOT MEET** a specific criterion, "no" should be circled. This indicates the student is not a candidate for alternate assessment and should be considered for appropriate participation in the Standards of Learning Assessment.

Complete Section 1 of this form for **ALL** students (elementary, middle school, and high school) for whom alternate assessment is being considered. Complete Sections 1 **AND** 2 for students who are in high school. Attach additional pages, if necessary.

### Section 1 (Complete for all students)

Y      N      The student has a current IEP. *(IEP team discussion, psychological evaluation, etc.)*

Y      N      The student demonstrates impairments that prevent completion of curriculum based on the Standards of Learning (SOL) even with program and testing accommodations. *(psychological evaluation, intelligence and achievement test, social adaptive behavior test results, observations from parents and teachers, social maturity data, curricular content, etc.)*

Y      N      The student's present level of performance indicates the need for extensive, direct instruction and/or intervention in a life skills curriculum that may include personal management, recreation and leisure, school and community, vocational, functional academics, communication, social competence and motor skills to accomplish the application and transfer of life skills. *(informal and formal assessment results, checklists, data logs, work samples, structured or spontaneous observations from teachers and parents, measurable IEP goals, scheduling matrix, curricular content, list of necessary supports, etc.)*

Y      N      The student requires intensive, frequent, and individualized instruction in a variety of settings to show progress and acquire, maintain, or generalize life and/or functional academic skills. *(measurable IEP goals, scheduling matrix, instructional strategies effectiveness data, list of various inclusive settings, learning style inventory, etc.)*

### Section 2 (Complete for students in high school)

Y      N      The student is working toward educational goals other than those prescribed for a modified standard, standard, or advanced studies diploma program. *(list of diploma options and requirements, curricular content, measurable IEP goals, transition plan, parent and student discussion, etc.)*

### Section 3 (Complete for students who meet criteria listed above)

The IEP team members agree that \_\_\_\_\_ meets the participation criteria stated above for the VAAP for the \_\_\_\_\_ school year and will not participate in other statewide assessments. This participation decision will be stated on the IEP and is supported by the current and historical data found on the following documents:

*Supporting Documentation:*

Position/Representing	Signature	Date

## ADMINISTRATOR'S SUPPORT DOCUMENTATION

Date:

Dear \_\_\_\_\_,  
Teacher's Name

I have reviewed the components and entries of \_\_\_\_\_'s  
Student's Name  
Collection of Evidence and approve of submission for scoring.

Comments:

\_\_\_\_\_  
Signature of Building Administrator

\_\_\_\_\_  
Title

\_\_\_\_\_  
School

**NOTE: Administrators should note any extenuating circumstances related to this Collection of Evidence on this document. (i.e., extended medical absence, late transfer students, etc.)**

## ASSURANCE FOR COMPILING COLLECTIONS OF EVIDENCE

### Collection of Evidence Ownership

**Students must have primary ownership of their Collections of Evidence.** At no time should a student's Collection of Evidence performance be characterized as teacher, peer, or parent authored. Teachers, parents, and peers may assume support roles as supporters, listeners, responders, and encouragers.

In addition to ownership, the following cautions were avoided in assisting this student in developing this Collection of Evidence. In assembling this Collection of Evidence, I did not:

- Fabricate, alter, or modify student work samples, products or data.
- Describe student behaviors that provide a negative image of the student.
- Include student performance information that is of a personal nature (i.e., toileting or bathing).
- Provide any accommodation/assistive device that is not a regular part of the student's daily instruction.

I have reviewed, understood, and followed the Assurance for Compiling Collections of Evidence for the Virginia Alternate Assessment Program.

\_\_\_\_\_  
Signature of Teacher

\_\_\_\_\_  
Date

**NOTE: Violation of any of the above Assurances for Compiling Collections of Evidence may result in the Collection of Evidence being un-scored and could necessitate further actions or consequences.**



## PARENT VALIDATION LETTER

Date:

RE: Collection of Evidence for \_\_\_\_\_  
Student's Name

Dear \_\_\_\_\_:  
Teacher's Name

I have reviewed the contents of this Collection of Evidence and agree that the entries are his/her work.

Comments:

\_\_\_\_\_  
Parent's Signature

\_\_\_\_\_  
Parent's Signature

## ALTERNATE ASSESSMENT ENTRY COVER SHEET

Student Number: \_\_\_\_\_ Grade Level: \_\_\_\_\_ Age of the Student: \_\_\_\_\_

**CONTENT AREA:** (circle one):      English/Language Arts                      Mathematics  
    Science (Technology)                      History/Social Sciences (Vocational)

**STUDENT PERFORMANCE:** What measurable IEP Goal is evidenced?

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**LINKAGE TO STANDARDS:** What Standard of Learning is evidenced? (Reference the SOL and write out the standard.)

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### EVIDENCE DESCRIPTION (include 4-6 types of evidence)

Type #	Evidence (list task or method of data collection used)	Primary (P) or Secondary (S)	VARIETY OF SETTINGS AND SOCIAL INTERACTION		CONTEXTS	SUPPORTS FOR INDEPENDENCE
			Setting of Student Performance	Evidence of Social Interaction	Materials Used	Supports Used by the Student for this Task
1						
2						
3						
4						
5						
6						

**Comments:**

*The student's work evidenced in this entry accurately reflects typical instructional programming directed to previously specified standards.*

Teacher Signature: \_\_\_\_\_ Date: \_\_\_\_\_

## PARENT CONTACT LOG

Please submit this Parent Contact Log with an unsigned Parent Validation Letter if you are **unable** to make contact with parents and obtain signatures on the validation letter!

### *Parent Contact Log*

Attempt to Contact	Date/Time	Type of Contact
<i>1</i>		
<i>2</i>		
<i>3</i>		

You **MUST** document at least three attempts to contact the parent(s) for the submitting student. Please log those contacts using this form. In the “Type of Contact” column, please indicate the method used to contact the parent(s). (i.e., phone call, letter home, faxed letter, etc.)

A parent may refuse participation for a submitting student. If this occurs, a Parent Contact Log will NOT substitute for consent to have the COE scored. Please contact the Division of Assessment and Reporting for further information at (804) 225-3026.

## Acknowledgements:

Many thanks to:

- ❖ Field Test Educators, Students and Parents/Guardians
- ❖ Field Test Site Principals and Division Superintendents
- ❖ Special Education Directors
- ❖ Alternate Assessment DOE Internal Team
- ❖ Alternate Assessment Steering Committee and Subcommittees
- ❖ MidSouth Regional Resource Center
- ❖ Inclusive Large-Scale Standards and Assessment
- ❖ Virginia Institute for Developmental Disabilities
- ❖ The States of Delaware, Indiana, Kentucky, North Carolina, Tennessee, and West Virginia